

# St Joseph's Catholic Primary School, Derby

Mill Hill Lane, Derby DE23 6SB

<b>Inspection dates</b>	26–27 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's strong and determined leadership has brought about marked improvement since the last inspection. She is ably supported by the deputy headteacher, other leaders and the governing body.
- Pupils' attainment in English and mathematics by the end of Year 6 rose in 2015. Standards, particularly in writing, are improving further for pupils currently in the school.
- Gaps between the achievements of most pupils eligible for the pupil premium and others are closing. This is because their needs are well known and teachers and other adults respond to them quickly and effectively.
- Teaching has improved significantly and is typically good, with some that is even better.
- Outstanding early years provision gives children the best possible start to their school life and they make rapid progress.
- Parents are full of praise for the school. They typically comment that the school and staff are very welcoming and caring, with one saying that their child 'misses school when on holiday'.
- The school promotes pupils' social, moral, spiritual and cultural development very well. This makes a strong contribution to their well-developed understanding of British values.
- Pupils are very happy in school, saying that they feel safe and cared for. Their attitudes to learning in lessons are consistently outstanding. They persevere, try their best and seek to constantly meet the high standards expected of them.

### It is not yet an outstanding school because

- The quality, breadth and assessment of the curriculum outside of English, mathematics and religious education are not as well developed and, consequently, pupils do not achieve as well in these subjects.
- The attendance of a small group of younger pupils is not as good as the above-average attendance of their peers.

## Full report

### What does the school need to do to improve further?

- Improve pupils' outcomes in other areas of the curriculum, so that they match those in English and mathematics, by:
  - ensuring that all subjects, particularly science, are given sufficient teaching time
  - expecting pupils to produce the same quality of work in their books
  - developing assessment so that it informs what pupils need to learn next.
- Improve the attendance of some younger pupils by extending work with parents.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has the highest aspirations for each child in the school to achieve to the best of their ability. She continually shares these expectations with staff, governors and parents. As a result, they have secured substantial and sustained improvements in the quality of teaching, learning and assessment and in pupils' outcomes in reading, writing and mathematics.
- Leaders and governors have successfully addressed the key issues for improvement identified at the previous inspection. They have sought support and training from a range of providers to ensure that they have the skills and expertise needed to work effectively.
- The quality of teaching has improved as a result of leaders' relentless focus on ensuring consistency and continuity. After checking on lessons and work in pupils' books, leaders provide teachers and other adults with helpful advice on how to improve their practice. This advice is well received by staff and is acted upon quickly.
- This regular checking on the quality of teaching is also undertaken by teachers who have additional responsibilities for individual subjects and other areas, such as the provision for pupils who have special educational needs or disability. As a result, they are very aware of the strengths and areas for development, and work closely with a committed governing body to decide on subsequent actions. The impact of this work can be seen, for example, in the rapid improvements in the standards of pupils' writing.
- Leaders track pupils' progress carefully and use this information to target additional resources. They recognise the need to ensure that assessments of pupils' standards are reliable and regularly work with colleagues in other local schools to verify the accuracy of their judgements.
- As part of its constant drive to improve, the school recently invited an external review of its use of pupil premium funding. The review acknowledged the positive impact of the school's targeted actions on pupils' outcomes and made appropriate suggestions for further improvement. Leaders welcomed these and are including them in plans for the new school year.
- The focus on improving the curriculum in English, mathematics and religious education has ensured that pupils are achieving much higher standards than previously in these subjects. Leaders have recognised that some other areas of the curriculum are less well developed. Plans are in place to ensure that pupils have more opportunities to develop their wider skills, knowledge and understanding, especially in science.
- The school sees itself as a place of 'learning, prayer and happiness', and its values, such as tolerance and respect, are closely matched to British values. These are well promoted through the school's displays and website and are known by children. Governors recognise that the school's religious values and British values are inextricably linked.
- Pupils learn about different cultures and religions with interest and respect. The headteacher, ably supported by the Chaplaincy Club (a group of pupils), provides a strong lead for worship. During the inspection all pupils participated in a May procession, showing high levels of reflection and engagement.
- Pupils benefit from a range of trips and visitors to the school. For example, the children in the reception class were highly motivated to write about their experiences after a visit from the police. There is a range of clubs, both during and after school, for pupils to choose from, including sports, crafts, choir and technology.
- Leaders use the primary school physical education and sports premium effectively to support teachers' professional development and to provide wider opportunities for sporting achievement. Consequently, teachers are more confident in teaching specific sports and this is leading to improved standards in lessons and increased participation in clubs.
- The local authority has provided effective support and challenge to the school since the last inspection, with regular visits and support for checking the quality of teaching and provision. It recognises the improvements made in all areas and has asked the headteacher to support other local schools.
- **The governance of the school**
  - Governors are very committed and have undertaken considerable training and development since the last inspection. This has enabled them to improve their skills and gain a very good understanding of the school's strengths and weaknesses, particularly with regard to pupil outcomes. They are now able to ask appropriately challenging questions in meetings and when they come in to school to check on progress.
  - These regular visits and their high level of skills and expertise make a significant contribution to the effectiveness of the school's actions.

- Visits and discussions with leaders have enabled governors to have a much clearer view of the quality of teaching in school. They have a good understanding of how the school sets targets and goals for staff and they ensure that success is appropriately rewarded.
- Governors check regularly on how effectively the pupil premium and sports premium is being used. They know what the funding is used for and how well pupils are achieving as a result.
- The arrangements for safeguarding are effective. Pupils' safety is paramount to all staff and governors. Training in the safer recruitment of staff and the identification of pupils at risk of harm, including those at risk of radicalisation, is regular and comprehensive. Any concerns raised by staff are taken seriously and rigorously followed up. Where appropriate, other agencies and parents are involved to provide additional support and advice.

## Quality of teaching, learning and assessment is good

- Since the previous inspection leaders have focused relentlessly on improving the quality of teaching and learning in English and mathematics. These improvements are confirmed by the school's monitoring records, the quality of pupils' work and inspection findings. As a result, standards have risen and pupils are achieving more highly. Leaders recognise the current strengths and weaknesses of teaching and learning and know what they need to do next to improve them further.
- Teachers plan their lessons well, using good subject knowledge, to meet the needs of different groups of pupils. As a result, work is pitched at the right level and pupils, including higher-attainers, are suitably challenged to think hard and work at a good pace. Pupils are expected to complete work to a high standard in English and mathematics.
- Questioning is a particular strength across the school. Teachers probe pupils' thinking and then provide clear explanations and demonstrations. Teachers use their questioning to check up on how well pupils are doing during the lesson and use this information to identify those who might need further practice or explanation. In this way, any misconceptions are quickly picked up and addressed.
- In teaching writing, teachers have become skilled at using the school's preferred strategy of oral rehearsal and storytelling to ensure that all pupils have well-developed ideas, vocabulary and sentence structures when they begin to write. The focused teaching of grammar, punctuation and spelling underpins this strategy. Teachers have received very effective training to enable them to develop their skills in this area.
- The teaching of reading is effective. Pupils were involved in designing the reading areas in each classroom as part of a school competition. This has helped to raise the profile of reading further and to reinforce its importance.
- Teachers are encouraging pupils to improve their reasoning and investigative skills in mathematics. As pupils use their skills to solve problems, such as in a Year 3 lesson on perimeter, they deepen their understanding and think harder.
- Teaching assistants are well trained and so provide good support for individual pupils who have special educational needs or disability and for disadvantaged pupils. They also work effectively to accelerate the progress of pupils who are learning English as an additional language. This is helping them to catch up rapidly with their peers.
- Pupils are regularly assessed to check for any gaps in their learning. Teachers use this information very effectively to ensure that pupils at risk of falling behind receive the extra support they need. Pupils' work is marked carefully, in line with the school's policy. The useful written and verbal guidance teachers provide enables most pupils to see what they have done well and what they need to do next. They then have the opportunity to respond and improve their work. Some pupils in Year 1 and pupils who have special educational needs or disability are less clear about what they need to do next as the guidance is not written or given as effectively.
- Staff have high expectations of what their children can achieve. They have excellent relationships and so pupils cooperate readily, listen well and always work hard. Pupils are encouraged to discuss their work with each other and to suggest how it might be improved. Pupils appreciate their classmates' suggestions and use them in subsequent work.
- Inspection evidence shows that pupils' work in subjects other than English, mathematics and religious education does not reach the same high standards. Teachers do not expect the same quality or quantity of work and pupils are not challenged to the same extent.

## Personal development, behaviour and welfare is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very proud of their school. Children's views are summarised in the statement made by one child, 'Mummy, when I walk through that door in the morning, it's like I'm walking into another family.'
- The calm and focused ethos which prevails across the school supports pupils to develop as sensible, resilient and mature individuals. They welcome the additional roles and responsibilities, such as lunch duty or digital leaders, which are entrusted to them and undertake them with commitment. The achievements of the school council are well respected and pupils relish this responsibility. They link this to their knowledge and understanding of British values.
- Leaders have been very successful in establishing consistently high standards in the learning environment across the school. Pupils appreciate the well-presented displays, which reinforce their learning and provide them with prompts when they need them. This encourages and develops their independence.
- As a result of the work of staff and the digital leaders, pupils are very aware of the dangers and benefits of the internet and have a very well-developed understanding of how to keep themselves safe. Pupils trust adults to help them when needed. They say that bullying rarely occurs, although they say they do occasionally fall out, and know that any incident is taken seriously and will be dealt with quickly and effectively. All parents who provided evidence during the inspection agree that their children are happy and safe at the school.
- Pupils understand the importance of a healthy lifestyle and say they enjoy the meals provided in school. Older pupils check that younger ones have eaten their packed lunches, rewarding them with a 'well done' and a sticker.
- Pupils who may be vulnerable, and their families, are well supported by staff and external agencies to ensure that they can participate fully in school life and make as good progress as their classmates do.

### Behaviour

- The behaviour of pupils is outstanding. They love coming to school and are very thoughtful about their learning, taking great pride in the presentation of their work. They are caring about each other and very polite and friendly to visitors. One child said, 'We are a big family who help each other and trust each other.'
- No instances of low-level disruption were seen during the inspection and pupils say this is normal. They get on with their work immediately in response to adults' instructions and not a moment of learning time is lost. This exemplary behaviour is also seen when pupils are moving about the school, when they are at play with their friends and in the very well-run before- and after-school club. Pupils say that no-one is allowed to 'get away with anything' and know that the slightest misdemeanour will be addressed by staff.
- All parents who responded to the online questionnaire or who spoke to inspectors during the inspection agree that pupils are expected to behave well. Teachers and governors agree with this.
- Attendance for the large majority of pupils is above average, but a few pupils in the Reception and Year 1 classes do not attend frequently enough. The school works closely with their parents to improve this, but despite its actions, some parents do not yet fully understand the importance of this element of school life.

## Outcomes for pupils are good

- From their starting points, almost all pupils are now making good and accelerating progress in reading, writing and mathematics. The large majority of Year 6 pupils are currently on track to attain the expected standard in each subject. This is evident in their workbooks and in the assessment information that the school holds.
- In 2015, standards at the end of key stage 2 were slightly above the national average in reading and mathematics and in line for writing. This represents a good improvement since 2013, when writing was well below the national average, and reflects the school's focus on this area. These pupils made comparable progress to others nationally in reading and writing and much better progress in maths.
- Attainment at the end of key stage 1 has improved steadily over the past two years so that, in 2015, it was in line with the national average. A lower proportion than found nationally reached the higher Level 3 in all subjects. Evidence from pupils' books in the current Year 2 shows that more higher-attaining pupils are now on track to exceed the expected standard and are working at greater depth. This is because

teaching is good and the most able pupils are pushed to achieve their best. Higher-attaining pupils across the school say they enjoy the challenges they receive as part of their daily lessons.

- The teaching of early reading skills is increasingly effective so that the proportion of pupils reaching the expected standards in phonics (letters and the sounds that they make) is above that found nationally. Pupils use their skills well to sound out new words and are then able to apply their knowledge when spelling. Older pupils read frequently in class with their teacher and are exposed to challenging texts and authors. They also read often at home, as expected by the school, but do not always choose books which stretch their abilities in the same way.
- Effective use of the pupil premium is ensuring that attainment gaps are closing for most pupils. They receive extra support and intervention where needed to develop reading and writing skills, mathematical fluency, and friendship groups. The Forest Schools programme is making a marked contribution to these pupils' social and emotional well-being as well as providing new opportunities and experiences. One child said of this, 'it's all about working together to create things'.
- Pupils who have special educational needs or disability are benefiting from increasingly well-focused support and learning tasks more closely matched to their needs. As a result, these pupils make good progress.
- Pupils are very well prepared for the next step in their education. Their exceptionally positive attitudes to learning support this; they understand why they need to work hard and welcome the challenges this represents.

## Early years provision

## is outstanding

- Children get off to a flying start in the Reception class. Most start school with skills in reading, writing and numbers which are below those expected for their age. Exciting, inspiring learning activities and very effective teaching ensure that they make rapid progress and most reach a good level of development by the end of the year. As a result, they are well prepared to start Year 1.
- Provision in early years is outstanding because the leader and her team have focused relentlessly on ensuring that the learning opportunities provided fully meet the needs of the children. Assessment is detailed and accurate.
- Staff have very high expectations of the children. The most able are well challenged to ensure that they develop skills and abilities above those expected for their age. For example, children were challenged to independently double and halve numbers up to 20 and beyond. They are consistently encouraged to think and work hard and to do this without additional adult support.
- The teaching and development of writing are particularly effective. Daily phonics lessons give children the basic grounding for their reading and writing tasks. Children have many opportunities to orally rehearse what they want to write, following good adult models, and they are then provided with the right support to record their thoughts, applying their newly learnt phonic skills. This is particularly effective for children who speak English as an additional language.
- The leader knows the strengths and areas for further development of the provision. Along with the headteacher, she recognised the need to improve the outdoor provision. This has been achieved very effectively, with children now accessing inspirational learning spaces, both indoors and out. Resources and equipment in all areas are plentiful and easily accessible. The rich range of learning opportunities stimulates children's creativity and makes a major contribution to their achievement.
- Children's interactions with adults and other children are uniformly positive and there is a happy 'buzz' to the reception environment. Children understand the routines and respond extremely positively to the high expectations. They show good manners and are very supportive of each other, such as when one child read a recipe to another child to help her make her pizza dough.
- Adults have been well trained to keep children safe and are very vigilant to the signs that children may be at risk of harm. They work hard to develop positive and warm relationships with the children and their parents, including the few parents whose children do not attend regularly. Consequently, children feel safe and are developing in their confidence in learning. Parents are highly involved in the life of the school, benefiting from sessions to help them support their child's learning and play further at home. As a result, some have become volunteers or staff in school.

## School details

<b>Unique reference number</b>	112926
<b>Local authority</b>	Derby
<b>Inspection number</b>	10011740

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Rimmer
<b>Headteacher/Principal/Teacher in charge</b>	Tracey Churchill
<b>Telephone number</b>	01332 361660
<b>Website</b>	<a href="http://www.stjosephsblogs.net">www.stjosephsblogs.net</a>
<b>Email address</b>	<a href="mailto:head@stjosephs.derby.sch.uk">head@stjosephs.derby.sch.uk</a>
<b>Date of previous inspection</b>	4–5 June 2014

## Information about this school

- This school is a larger than average-sized primary school.
- The proportion of pupils who speak English as an additional language, as well as the proportion of pupils from minority ethnic backgrounds, is well above average.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of disadvantaged pupils supported by pupil premium funding is below the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has a before- and after-school club. Both sessions were visited as part of this inspection.
- Since the previous inspection there have been a number of changes to staff and the governing body. Four teachers began teaching their class at the start of this term.

## Information about this inspection

- Inspectors observed learning in lessons in all year groups, as well as the teaching of small groups. Joint observations were carried out with the headteacher and deputy headteacher.
- Inspectors held discussions with pupils about their learning and asked them their opinions about school. They observed them at playtimes and lunchtimes and as they moved about the school. One inspector heard pupils from Year 1 and 2 read and talked to them about the books they enjoy.
- Pupils' work in books and in their blogs was scrutinised in class and separately with senior leaders.
- Meetings were held with eight governors, subject leaders for English and mathematics as well as the leaders responsible for the early years provision and provision for pupils who have special educational needs or disability.
- A wide range of documents was scrutinised, including information relating to pupils' progress, safeguarding, behaviour and attendance. Inspectors also looked at the school's plans for improvement and checks made on the quality of teaching.
- Inspectors considered the 39 responses to the Ofsted online questionnaire (Parent View) and 26 written responses from parents, as well as speaking to parents at the start of the school day. Responses to the inspection questionnaire completed by 21 members of staff were also reviewed.
- The lead inspector met with a representative from the local authority.

## Inspection team

Joanne Sanchez-Thompson, lead inspector	Ofsted Inspector
John Savage	Ofsted Inspector
Robin Cruise	Ofsted Inspector



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