

St Joseph's Catholic Primary School

Coombeshead Road, Highweek, Newton Abbot, Devon TQ12 1PT

Inspection dates

3–4 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Governors are not leading the school strategically. They are not providing vision and ambition for the school.
- Governors have not provided a plan for the use of physical education (PE) and sport premium funding.
- Middle leaders are new to their positions of responsibility. Improvements are under way, but it is too soon to be able to measure the results.
- Pupils are not achieving in line with the national average in the end of key stage tests in writing and mathematics.
- Teaching is variable. Pupils' needs are not met consistently.
- The most able and the most disadvantaged pupils are not being stretched in their learning so too few are working at a high standard.
- Children in Reception are not developing their skills adequately. Children's learning is limited by the activities.
- The leader of early years is not working with parents to improve children's progress. Parents are not involved in the initial assessments.

The school has the following strengths

- The headteacher has a clear vision for the school. Her approach is inclusive and open. She has motivated staff and pupils. They work determinedly to make this a good school.
- Pupils' behaviour and attitudes are good. This helps them to focus and learn.
- Pupils' welfare and development are safe and secure. Staff provide training on how to avoid risks.

Full report

What does the school need to do to improve further?

- Governors need to strengthen their ability to lead strategically.
- Leaders and governors must ensure that they:
 - provide a plan for the use of PE and sport premium to provide training to staff and teaching to pupils
 - develop and support the middle leaders so that they improve the quality of teaching and pupils' outcomes in their areas of responsibility
 - improve leadership for the early years foundation stage so that activities lead children to make good progress in their early learning goals.
- Improve the quality of teaching by ensuring that:
 - pupils' mathematical skills improve so that they reason, calculate and solve problems proficiently
 - pupils develop technical skills and stamina for the end of key stage tests in writing
 - the most able pupils in all year groups, including those who are disadvantaged, are provided with learning that is sufficiently challenging and deepens their thinking
 - middle leaders have the capacity and skills to monitor the work of teachers so that progress is more rapid and teaching is consistent.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The headteacher was appointed to an interim position in September 2016. The appointment was confirmed in May 2017. The headteacher has made a significant impact on the school's standards since her arrival. Following four turbulent years, with unstable management and safeguarding risks, the school is back on an improving journey.
- Many governors are new in post. They do not have a full understanding of the role yet. Governors have not managed government funding. There is no plan for the use of PE and sport premium.
- The trust has not monitored the school effectively during the period of instability. The headteacher has been the catalyst for improvement. The trust appointed a new lead for school improvement in September 2017. She is keen to work with school leaders and support them strategically.
- The headteacher inherited a legacy of underachievement. Teachers did not have high expectations. Behaviour was poorly managed. The headteacher has put many new policies in place to ensure that pupils are ready to learn.
- Leaders have concentrated on establishing a calm and purposeful atmosphere in the school. Pupils are safe and growing in confidence.
- There have been many changes in staffing. This has slowed the implementation of improvements.
- Leaders are monitoring teaching. As yet, teachers have different levels of expertise. Some are not adapting teaching to meet the different needs of pupils, including the most able. Leaders are aware of this. They are taking steps to provide the coaching and training necessary.
- There are new middle leaders in English and in personal, social, health and economic education. They have not been in role long enough for their impact on standards to be measurable.
- The early years foundation stage is improving. Staff encourage routines and children are willing to listen and learn. There is not enough structured interaction between school and home.
- Since January 2017, a special educational needs coordinator has been in post. She has reviewed the registration of pupils. She has a good understanding of the needs of pupils who have special educational needs and/or disabilities. Pupils who have special educational needs and/or disabilities behave well. They are making progress in their learning.
- The headteacher has evaluated the use of pupil premium funding for the past year. She has a good understanding of its success. Building pupil self-confidence and raising staff expectations have been two of its most important identified effects.
- The curriculum is not broad enough yet. Leaders have focused on improving the core subjects of English and mathematics. Pupils' results have improved in these subjects in both key stages. Leaders are aware that this needs to continue. They know that

applying writing and mathematical skills to new subjects, such as history and geography, will add enrichment and knowledge to pupils' experiences. Established teachers are working in this way. There are plans to build on this in the coming year.

- The trust's arrangements for managing the performance of staff and the entitlement to pay have been revamped. The headteacher is using these expertly.
- Pupils understand and exhibit tolerance and respect for each other. Roman Catholic values permeate the school's spiritual, moral, social and cultural values.
- There is a breakfast and after-school club that is popular. Pupils engage in purposeful activities. They have breakfast and healthy snacks. They are ready for school in the morning. In the afternoon, additional activities enrich their experiences and add value to their learning.
- Pupils are involved with musical and sporting activities, which they enjoy. Funding is used to buy the services of peripatetic teachers. Sports coaches develop skills in lunchtime as well as after school.

Governance of the school

- Governance has not been effective. It has gone through a turbulent period. There was too little urgency so improvements did not materialise. The vision, challenge and direction for the school were absent. Most governors are new and inexperienced. They are keen to develop their understanding of school leadership. A review was undertaken in the autumn of 2016. Governors have taken steps to improve since then. It is recommended that another review take place to speed up the process of school improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher has ensured that pupils are safe and secure in the school at all times. She has raised expectations with regard to safeguarding practices and supported staff in having a better understanding of how to assess risks consistently. This has created a culture of safety. All safeguarding arrangements are fit for purpose and child protection records are detailed and of high quality. Staff have been suitably trained in the most recent changes to safeguarding procedures. They know how to keep pupils safe from abuse, sexual exploitation and the influence of radicalisation and extremism. Leaders meet weekly to ensure that pupils with complex needs are safe and secure. They work determinedly, yet sensitively, with pupils, parents and external agencies to monitor and support the most vulnerable pupils. The protocols for visitors, including parents, have been strengthened.

Quality of teaching, learning and assessment

Requires improvement

- Too many teachers are not planning effectively. Pupils are given the same tasks, regardless of ability, which stalls progress.
- Extension activities for the most able, and most-able disadvantaged pupils, are not

provided by some teachers. As a result, progress is not as rapid as it needs to be if pupils are to attain the higher levels.

- The leader of mathematics has analysed results of the key stage 1 and 2 tests in 2016 and 2017. She has explained her findings to teachers. Not all took this on board last year so success rates varied. This year, with new staff, she is coaching teachers whose subject knowledge is less secure. She is monitoring outcomes closely.
- Pupils have started reviewing their work and learning from their mistakes. However, they have only just begun to work at this. Teachers are not checking corrections regularly.
- Pupils have high expectations of themselves. Their cursive handwriting is developing. They take pride in the presentation of their work.
- Teaching assistants are skilful and work well with individuals and small groups of pupils. Disadvantaged pupils and those who have special educational needs and/or disabilities benefit from this support.
- Pupils' homework is planned well. It links to home activities that can be supported by families.
- Phonics is taught effectively. Pupils in Years 1 and 2 have made rapid progress in learning the spellings and sounds of words.
- End of year reports for each year group provide parents with accurate information about how their children are progressing.
- Although new, the teaching of personal, social, health and economic education encourages inclusive practices that pupils accept. There is no derogatory or inappropriate language used.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are gaining in confidence. The older pupils can explain what they are learning.
- Safeguarding issues were the priority last year. Personal, social, health and economic education enables pupils to discuss topics such as e-safety. Pupils are aware of the dangers of chat rooms on social media.
- Elections for school council members take place next week. Pupils in Years 1 to 6 have produced posters to promote themselves for these positions. They have provided mini-manifestos. This process educates pupils in the fundamental British value of democracy.
- Entrances to the site are locked once school has started. Pupils are secure and feel safe. Year 6 pupils are buddies to children in Reception. They play alongside them at break and lunchtime. This helps the youngest pupils to integrate into school life. Reception children have a friend from the start to help them.
- Pupil welfare is paramount. Leaders engage with professionals to ensure that the emotional needs of pupils are met. The special educational needs coordinator is

instrumental in this. Another colleague runs a 'calm club' where pupils go for quieter break and lunchtimes.

- Bullying incidents are rare. Pupils understand what bullying is and know it is not tolerated in school.

Behaviour

- The behaviour of pupils is good.
- The headteacher overhauled the behaviour management policy of the school. The new policy is implemented consistently by staff. Pupils appreciate the rewards and understand the sanctions.
- The school is a calm, orderly place. Pupils are respectful.
- Pupils understand the conduct routines expected when learning. They listen attentively to each other and teachers; they understand the importance of speaking politely and taking turns.
- Leaders manage the integration and management of pupils with highly complex and demanding needs well. This is a strong feature of the school.
- Overall attendance has improved and is in line with the national average. The number of pupils who are persistently absent has decreased. The overall figure is slightly above the national average. The individual cases are known and work continues to improve the attendance of these few. Likewise, the attendance of some groups, particularly the disadvantaged and those pupils who have special educational needs and/or disabilities, is at, or close to, national averages. This is because of the continual work of the special educational needs coordinator. This makes a difference for pupils.

Outcomes for pupils

Requires improvement

- Pupils' attainment in the core subjects of writing and mathematics are below the national average in key stages 1 and 2 and have been for two years.
- Pupils are keen to learn and spoke of their desire to be challenged further. The most able, and most-able disadvantaged pupils, are not achieving at a greater depth in writing and mathematics. Teachers are not adapting work to stretch their reasoning and thinking further. The most able Year 5 pupils visited a mathematics workshop held at the local secondary school on the day of the inspection. They relished the difficult problem solving.
- Pupils who have special educational needs and/or disabilities are underachieving. They are making progress because of the support put in place. As yet, progress is not rapid. They are not achieving their potential.
- The leader of mathematics is working to improve this. Cohorts who have special educational needs and/or disabilities in years other than Years 2 and 6 are getting more proficient in their mathematical knowledge.
- Pupils in key stage 2 were successful in the grammar, punctuation and spelling test at the end of the key stage. They achieved in line with the national average. Teachers are working on the application of skills within extended pieces of writing, as this is the area

of weakness.

- Reading is a strength of the school. Progress in reading at key stage 2 is better than the national average. Pupils read widely and often. Older pupils are reading books that challenge their intellect.
- The teaching of phonics is effective and supports the reading and spelling of the younger pupils. Pupils read fluently and are guided well in their development of reading.
- The careful analysis of the progress of disadvantaged pupils and the skilful use of the funding has ensured that these pupils make progress that is at least as good as their peers and often better.

Early years provision

Requires improvement

- Many children come into school with skills and knowledge below national expectations. The least able children are not receiving teaching and provision which helps them catch up in reading, writing and numeracy. Not enough children are reaching or exceeding a good level of development.
- More children gained a good level of development in 2017. However, children are not as well prepared academically for Year 1 as they could be.
- Teaching in the Reception class is not fully effective because planning is not detailed or focused on the individual needs of children.
- Children do not sufficiently apply their letters, sounds and numbers knowledge across the curriculum. There is insufficient play and exploration in this respect. They are hampered from making rapid progress in reading and writing.
- There are too few opportunities for children to develop numeracy and measuring skills independently. Signposting is not evident in the outside area. When teachers plan learning activities for given timeframes, they do not demonstrate enough consideration of their priorities.
- Children are not given opportunities to solve problems. They are not provided with the challenge they need to make good progress.
- Transition arrangements were inadequate in the past. Some changes were made this year but are at an early stage. Parents are not involved in the initial assessment of their children's abilities. Parents are provided with an online journal of their child's development. They are not invited to respond regularly. Teaching in Reception has not supported parents in what would be most helpful to know about children's behaviour and learning at home.
- Children respond well to adults. They take responsibility for their actions eagerly. They are keen to learn. Children show resilience and tenacity over an extended time when allowed to do so.
- Children are settled in their learning. The routines established ensure that children respect the equipment used. Children are polite to each other and to staff. They are enthusiastic about being involved. Some are gaining confidence in their own abilities.
- Teachers have created a suitable learning environment to engage children. However,

the threads for literacy and numeracy are not used advantageously in the different classrooms, inside and out.

- Children are safe and the safeguarding practices are robust.

School details

Unique reference number	140765
Local authority	Devon
Inspection number	10024954

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Mr Tim Van Kroonenburg
Headteacher	Kelly Dunne
Telephone number	01626 352559
Website	www.st-josephs-primary.devon.sch.uk
Email address	admin@sjna.uk
Date of previous inspection	October 2016

Information about this school

- The school does not meet requirements on the publication of information about an accessibility plan and PE and sports premium funding on its website.
- The school does not comply with Department for Education guidance on what academies should publish about schemes of delegation.
- St Joseph's Catholic Primary School is smaller than the average-sized primary school and is part of the Plymouth CAST (Catholic and Anglican Schools Trust). The trust was formed in April 2014. The work of the trust is overseen by a board of directors. The trust is responsible for: one nursery; one first school; 32 primary schools and two secondary schools across seven local authorities in the south west region.
- The school joined the trust and became an academy on 1 April 2014. When its predecessor school, St Joseph's Catholic Primary School, was last inspected by Ofsted, it was judged to be good.

- The headteacher of the school was appointed in May 2017.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6 in 2016 and 2017.
- The proportion of pupils supported by the pupil premium funding is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.

Information about this inspection

- Inspectors visited lessons jointly with senior leaders.
- A wide sample of pupils' work, from all year groups and a range of subjects, was scrutinised.
- Inspectors met and talked with groups of pupils from key stages 1 and 2, as well as with pupils informally across the site.
- Meetings were held with the headteacher and middle leaders, members of the governing body, the area improvement officer for the trust and the lead improvement officer.
- Information and other documentary evidence were evaluated including that relating to safeguarding, assessment, school evaluation and external reviews.
- Inspectors took account of the 53 responses to and 11 comments in the online Parent View survey and the staff safeguarding survey undertaken by the school. Inspectors noted the 59 responses to the pupil and the 16 responses to the staff online surveys.

Inspection team

Kathy Maddocks, lead inspector	Her Majesty's Inspector
Mark Lees	Ofsted Inspector
Martin Bragg	Ofsted Inspector

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