

# St Joseph's Catholic Primary and Nursery School

Main Road, Boughton, Newark, Nottinghamshire NG22 9JE

## Inspection dates

9–10 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, other leaders and staff have worked successfully to address pupils' low achievement in mathematics at the end of key stage 2 in 2017.
- Leaders know exactly where further improvements are needed. The school is well placed to continue to improve.
- Staff appreciate and benefit from the good-quality guidance and coaching they receive.
- Teaching and the use of assessment are good. Staff know pupils well and tailor teaching to help individuals to overcome difficulties and to progress well.
- Leaders, including subject leaders, check that staff fully understand and implement what is expected. Therefore, key aspects of teaching and learning are consistent throughout the school.
- The governing body both challenges and supports leaders effectively.
- In the early years, children get a good start to their school life and are well prepared for Year 1. Teaching meets their needs well and they make good progress.
- Pupils' work and school records show that pupils throughout the school make good progress. Standards, especially in mathematics, are rising.
- In response to some disappointing results last year, the school undertook a thorough review of provision for disadvantaged pupils. These pupils are now making much better progress.
- The growing proportion of pupils who join the school with little English soon develop confidence in English and are able to access the full curriculum.
- Pupils who have special educational needs (SEN) and/or disabilities, although sensitively cared for, do not always achieve their full potential. Sometimes, not enough is expected of their academic learning.
- This is a very inclusive and happy school where staff promote positive attitudes. Staff strongly promote pupils' spiritual, moral, social and cultural development.
- Pupils behave well around school. In class, they work hard and concentrate well. Relationships are good and pupils enjoy school. Pupils are kept safe and safeguarding is effective and fully meets requirements.
- The great majority of parents and carers are strongly supportive of the work of the school and would recommend it to other parents.
- The school has greatly improved its procedures to secure good attendance and previous weaknesses in attendance have been addressed.

## Full report

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

- Ensure that pupils who have SEN and/or disabilities achieve their full potential by:
  - undertaking a review of provision for pupils who have SEN and/or disabilities in line with the school's recent review of provision for disadvantaged pupils
  - improving the monitoring of the impact of the use of additional funding for pupils who have SEN and/or disabilities on these pupils' progress and attainment
  - ensuring that staff are fully trained to support the learning of pupils who have SEN and/or disabilities
  - ensuring that teachers and teaching assistants support pupils who have SEN and/or disabilities towards working more independently.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and deputy headteacher, well supported by the subject leaders for mathematics and English, provide effective leadership for the school. Together they have tackled weaknesses in achievement, especially in mathematics and that of some disadvantaged pupils. Pupils' outcomes are improving.
- The use of assessment has improved. Leaders have established effective systems to know about the achievement of each pupil and to identify potential underachievement at an early stage. Regular conversations with individual teachers ensure that staff and leaders are well placed to provide additional support for those pupils who need it most.
- These conversations between leaders and teachers are continually being developed. For example, this year, as a consequence of the school's review of provision for disadvantaged pupils, greater emphasis has been placed on the progress of these pupils and their learning has accelerated. Insufficient emphasis, however, is placed on the learning of those pupils who have SEN and/or disabilities.
- Much has been done within the school and by working with teachers in other schools to ensure that staff assess pupils' learning accurately. Consequently, the school's assessments and records of pupils' learning are accurate and perceptive.
- Staff training, particularly for teaching English and mathematics, is effective and is followed up by checks by leaders to ensure that all staff understand and implement what is expected. This means that staff teach reading, writing and mathematics in a consistent fashion and this benefits pupils' learning. The training of staff on making the best provision for pupils who have SEN and/or disabilities is less effective.
- The school's ongoing review of provision for disadvantaged pupils is resulting in a more effective use of additional funding for disadvantaged pupils. The school's accurate records show that the difference between the achievement of disadvantaged pupils and that of other pupils nationally is diminishing. The impact of spending on the progress and achievement of pupils who have SEN and/or disabilities has not been as effectively monitored. This group of pupils, although sensitively cared for, do not consistently fulfil their full potential.
- The school's work to promote pupils' spiritual, moral, social and cultural development is a strength. Pupils show a clear understanding of fundamental British values and show good understanding of the range of cultures and beliefs in modern Britain. They are prepared well for life in the community and the wider world. They are happy in school and show respect and care for the happiness and well-being of others.
- Leaders ensure that the school's curriculum does not only provide for basic skills but is enhanced by good provision for other subjects. For example, many pupils enjoy and benefit from good-quality provision for music and German. The performance by many pupils in music is of a good standard. Due to wise spending of the physical education and sport funding, more pupils this year are participating in sport and physical activity. The school is about to open its running track to ensure daily running by all pupils.
- The curriculum is modified well to meet the learning needs of most groups of pupils. This year, more is being done to support the learning of the most able pupils, and

more pupils are on track to exceed standards expected for their ages in Year 6 national assessments. The curriculum sometimes does not support pupils who have SEN and/or disabilities to work sufficiently independently and, sometimes, too much is done for them.

- The great majority of parents hold the school in high regard. Most say that behaviour is good. Many say that the school does a good job in helping the growing proportion of pupils who speak English as an additional language.
- Pupils say they enjoy learning and the many clubs, visits and visitors that are provided.

### **Governance of the school**

- Governance is well organised and effective. Governors have a detailed knowledge of the school and are well placed to challenge and support the school well. Governors work closely with senior leader and make a good contribution to ensuring that the school continually improves.
- The governing body was clearly aware of the weak results in mathematics at the end of last year and the reasons for these results. Governors are aware of what improvements have been brought about this year and are keeping a close eye on the effect of these improvements on pupils' achievement.
- The governing body includes an appropriate level of skills, and governors arrange training to ensure that they keep up to date with how to carry out their roles. Specialist governors ensure that key aspects of the school's work are fully effective. For example, the lead governor for safeguarding carries out frequent checks to ensure that the school procedures and practices, including staff training, are fully effective.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The culture of safeguarding is evident throughout the school and all adults are aware of their responsibility for this key aspect of the school's work. Pupils are taught how to act safely, and they act with respect for the safety of others.
- Checks on the suitability of staff are comprehensive and help to ensure that all who work at the school, or who visit regularly, are suitably checked to work with children.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching and the use of assessment are of good quality. Leaders have provided staff with useful guidance to help them adopt the school's clear policies. Staff use this guidance consistently and effectively in many aspects of teaching and the use of assessment. As a result, pupils are making good progress in reading, writing and mathematics.
- Guidance for learning for pupils is clear and effective. Teachers and teaching assistants show pupils what is expected of them, work is continually assessed and pupils are helped to make good progress. Small groups of learners who do not fully understand a particular aspect of learning are given additional sessions to help them overcome

difficulties. Pupils say that this helps them to learn and to improve their work.

- In writing and mathematics, at the start of a new topic, pupils undertake a relevant piece of work to assess the details of their learning needs in this topic. Teachers are then able to pitch their teaching at the right level for each pupil so that they make good progress. At the end of a unit of work, teachers and pupils are able to see where and how they have moved their learning forward and made progress.
- The teaching of mathematics has improved this year, and the mathematics curriculum and teaching place much greater emphasis on reasoning and solving problems. Staff have concentrated on these particular aspects of mathematics because they were identified as the weakest aspects of pupils' learning. The school has adopted a consistent approach to teaching pupils to solve problems and more work is being developed to further improve this aspect of teaching.
- Pupils learn to write, not only in English lessons, but in other subjects such as religious education, history and geography.
- The most able pupils are often given more difficult work and they enjoy their thinking being extended. When whole-class teaching could be too hard or too easy for a group of pupils, they are provided with teaching in line with their learning needs. This is often provided by teaching assistants in small groups.
- Reading is taught well. In the early years and key stage 1, regular phonics teaching helps pupils do well in their learning. An effective home reading programme results in many parents making a useful contribution to their children's good progress in reading. Daily independent reading lessons for those who need it most are provided. Rewards for regular reading motivate many pupils to read more often.
- In all classes, behaviour and relationships are good. Pupils are taught to develop positive attitudes to learning and to work hard and concentrate in lessons.
- In classes, pupils who have SEN and/or disabilities enjoy lessons and work happily. Sometimes, tasks that they could do themselves are done for them and not enough is expected of their learning.

## **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 well mannered and caring towards each other and to adults. They feel valued and respected. They say that the school is a safe place. They know how to keep themselves safe and they act with care for the safety of others. Pupils know about bullying in its various forms. They are clear that there is no bullying in their school. They are confident that staff would resolve any issues should they arise.
- The school's work to promote pupils' spiritual, moral, social and cultural development has a good effect. Pupils show clear understanding of other cultures in modern Britain and of British values. They know about racism and that it is wrong, and they say that it is not an issue in their school.

- All pupils, especially those who have SEN and/or disabilities, are respected by adults, cared for and looked after.
- Pupils show pride in their work and take good care of their books. Work is often well presented.

## Behaviour

- The behaviour of pupils is good. In classrooms and around school, pupils take responsibility for their own behaviour and that of others.
- Pupils, especially older pupils, enthusiastically apply to be given additional responsibilities and they take these seriously. For example, those responsible for looking after younger pupils in the playground are very clear about how to carry out their role.
- Pupils say that incidents of poor behaviour are very rare. They are able to reflect on their actions and how these affect others.
- In classrooms, pupils respond well to adults' high expectations that they behave well, follow instructions, concentrate and work hard. They are keen to do their best.
- Rates of attendance were below average last year. In particular, too many pupils were persistently absent. The school has done much to address these weaknesses this year and rates of attendance are much improved. Many pupils respond well to the rewards they receive for regular attendance.

## Outcomes for pupils

**Good**

- In 2017, achievement in mathematics dipped. The progress of disadvantaged pupils and those who have SEN and/or disabilities was considerably behind that of other pupils. Leaders' actions to improve outcomes for pupils have had a positive impact, especially for disadvantaged pupils and in mathematics. Also, more pupils are exceeding standards expected for their ages this year.
- The school's accurate records and the work in pupils' books show that current pupils are making good progress from their starting points. Pupils who have SEN and/or disabilities are those whose progress is least improved.
- More pupils are exceeding standards expected for their ages this year in reading, writing and mathematics.
- Pupils in younger classes benefit from well-taught daily phonics lessons. These equip them well to read and spell confidently and effectively.
- Rising standards in English and mathematics are due to improved use of assessment and better teaching in these subjects. Staff teach in a consistent manner and adhere to school policies.
- The greatest improvement in standards is in mathematics. All staff, led by the headteacher and the subject coordinator for mathematics, have improved their teaching of mathematics. Pupils' reasoning and problem-solving skills are much

improved. Pupils' fluency in mathematics, for example their knowledge of multiplication tables, is also good.

- Pupils develop their writing skills in subjects other than English. The school has worked this year to improve pupils' skills in speaking and listening and this has had a positive impact on standards of reading and writing.
- Pupils who speak English as an additional language are well taught so that they quickly grow in confidence with their spoken and written English.

## Early years provision

**Good**

- Children of all abilities make good progress from their starting points in the early years. Many children join the Nursery with knowledge and skills below those typically expected. The school has achieved a track record of standards around the national average by the end of Reception, which represents good progress. Children currently in Reception are making good progress and are on track to attain these good standards.
- Teaching and the use of assessment are consistently good. Accurate and detailed assessments of each child are used well to support the learning of individual children. The learning of all groups of children, including those who have SEN and/or disabilities, is good. The most able are well provided for and make good progress.
- Leadership and management are effective in the early years. Leaders have a detailed and accurate understanding of where improvements are needed. For example, leaders noted that some children's speaking skills were limiting their learning. Leaders took effective action by providing additional support for this aspect of children's development.
- Children are well cared for and happy and get on well with each other. They settle quickly to their learning and listen to and follow instructions appropriately. Staff hold high expectations of children's behaviour and these result in consistently good conduct throughout the early years. Their good behaviour and willingness to work hard and concentrate well equip them well for Year 1 and school life beyond.
- Time is used productively in lessons. There are well-established routines to help children develop independence.
- The early years curriculum is interesting and engaging and well enhanced by visits and other good-quality experiences. Both the indoor and outdoor areas provide good support for children's learning, although opportunities are sometimes missed to extend children's language development in the outdoor areas.
- The progress of disadvantaged children has been more rigorously monitored this year and disadvantaged pupils are now doing better.
- Staff provide good-quality guidance for children and show them exactly what is expected and how to achieve these expectations.
- Standards of care and welfare are high and safeguarding arrangements are rigorously applied so that children are kept safe.
- The school works in effective partnership with parents, who hold the provision in the early years in high regard.

## School details

Unique reference number	142093
Local authority	Nottinghamshire County Council
Inspection number	10047252

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	Board of trustees
Chair	Wendy Mounsey
Headteacher	Mike Donoghue
Telephone number	01623 860 392
Website	<a href="http://www.stjosephsschool.net">www.stjosephsschool.net</a>
Email address	<a href="mailto:head@st-joseph-pri.notts.sch.uk">head@st-joseph-pri.notts.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is an average-sized primary school.
- An average proportion of pupils speak English as an additional language.
- The proportion of disadvantaged pupils is above average. The proportion of pupils who have SEN and/or disabilities is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school runs its own breakfast club, which is managed by the governing body.
- The school is a member of the Aquinas Catholic Academy Trust. Governance is provided by the local governing body of the school.



## Information about this inspection

- Inspectors observed teaching and learning in all classes, including a joint observation with the headteacher. They carried out shorter visits to classrooms to see specific aspects of the school’s work, such as the teaching of reading.
- A range of other school activities were observed, including breakfast club, playtimes, lunchtimes and music instrumental teaching sessions.
- Inspectors scrutinised past and current work of pupils of different abilities in all year groups. They also discussed reading with pupils and heard some pupils read.
- The lead inspector held a meeting with three governors, including the chair of the governing body. A telephone discussion was held with a school improvement adviser from the Aquinas Catholic Academy Trust.
- The inspectors analysed documents, including plans for improvement and reports showing the trust’s and the school’s view of the school’s performance. The school’s website was evaluated. Safeguarding documents were reviewed. Policies and records relating to pupils’ personal development, behaviour, welfare, safety and attendance were scrutinised.
- Inspectors analysed information on the performance of the school in comparison with other schools nationally. They also considered the school’s own records of pupils’ attainment and progress.
- Inspectors considered the 26 responses, some including free-text responses, to Ofsted’s online survey, Parent View. The 67 responses to the school’s most recent survey of parents’ views of the school, held in December 2017, were analysed. Inspectors spoke briefly with 47 parents of 72 children at the start of the second day of the inspection.

## Inspection team

Roger Sadler, lead inspector	Ofsted Inspector
Claire Stylianides	Ofsted Inspector
Sarah Fielding	Ofsted Inspector

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