

Inspection of a good school: Our Lady and St Joseph Catholic Primary School

83a Ramley Road, Pennington, Lymington, Hampshire SO41 8GY

Inspection dates:

18 May 2021

Outcome

Our Lady and St Joseph Catholic Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Our Lady and St Joseph is a friendly and inclusive school where everyone thrives. Pupils are always eager to discover and celebrate what makes each person special. Their kind behaviour shows care for their school community. Pupils want the very best for each other and know that the adults in school want this too. They are proud of the firm friendships they make. Pupils feel safe and cannot recall any incidents of bullying. This is because everyone shows respect, particularly when listening to each other's views.

Parents and pupils recognise that the expectations of what pupils can do and achieve have significantly increased over recent years. Pupils are keen to show their very best. They demonstrate this through their positive attitude to their lessons and the thoughtful work in their books.

Pupils benefit from leaders' determination to provide many different, exciting experiences. These include opportunities to develop musical, creative and sporting interests. While some activities have been paused because of the COVID-19 (coronavirus) restrictions, leaders are eager to reinstate these as soon as possible. For example, pupils are keen to resume their swimming lessons, which are due to restart over the coming weeks.

What does the school do well and what does it need to do better?

Leaders have created an inspiring curriculum. The school's vision of helping pupils develop their 'sense of place in the world' is at the centre of learning. Teachers' planning deliberately builds on what pupils have learned before. Teachers carefully check what pupils know and can remember, and provide extra support when this is needed. Staff are very knowledgeable. They continue to develop their expertise through working with other teachers from the partnership that the school belongs to. These professional development opportunities for teachers help to ensure that all pupils achieve exceptionally well.

Pupils have a positive attitude to learning because the lessons are so engaging. Low-level disruption to lessons is rare. Teachers ensure pupils gain the knowledge they need to think deeply about challenging concepts. We saw pupils apply their mathematical knowledge appropriately for their age. Year 6 pupils were able to debate their views on art, comparing 1960s pop art with the work of Van Gogh. Year 5 pupils could confidently use their knowledge from science and geography to consider environmental challenges facing the rainforests.

Pupils also have a fervent love of reading. They eagerly talk about the latest book they are reading and share their recommendations. The older pupils read fluently and with confidence. The youngest pupils in the school have numerous opportunities during the day to learn their letters and sounds. This begins as soon as children join Reception. Expert staff listen to pupils read frequently. Any pupils who find reading more difficult get support to catch up quickly. Pupils read a wide variety of books. They enjoy selecting a new book from the school's well-stocked library bus that sits on the school field.

Children in the early years respond with great enthusiasm to the imaginative activities provided by staff. Children work exceptionally well together, knowing when they need to wait for their turn and listen. Children enjoying exploring stories. Staff use these opportunities to ensure children develop the language and communication skills they need to be ready for learning in Year 1.

Staff know every pupil extremely well. The individual support put in place, particularly for pupils with special educational needs and/or disabilities (SEND), reflects this. Staff are well trained and work closely with families to ensure all pupils receive the same learning opportunities. As a result, pupils with SEND achieve extremely well.

Leaders ensure that learning goes beyond the knowledge in the different curriculum subjects. The Christian ethos of the school is central to this. Pupils regularly think about how they can make a difference to the world around them. This is reflected in the school's work to become a 'School of Sanctuary' for any children who are refugees. One pupil described how he believed the whole school community would 'be there for anyone who needs us'. Recently, the school council have developed their understanding of the role of government as they work with the town council to look at road safety outside the school gates.

In our surveys, parents and teachers were overwhelmingly positive about the improvements that have been made to the school. Parents particularly valued the support provided during the recent period of remote education. Staff are unanimously proud to work at the school. They know leaders have high expectations of them but that this is balanced with care for their well-being.

In discussion with the headteacher, we agreed that the school's curriculum and their work to support the wider personal development of their pupils may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff take the safeguarding of pupils very seriously. Regular training means they are alert to any small changes in pupil behaviour. Staff sensitively report concerns to leaders who ensure swift and appropriate action is taken. This includes working closely with external agencies when required.

Pupils can confidently talk about how to keep themselves safe. Well-informed assemblies delivered by the Year 5 and 6 'e-cadets' team mean that pupils know the rules they must follow when online. Pupils know that if they have any concerns about their safety, there is always a trusted adult they can speak to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have implemented a curriculum that consistently builds pupils' knowledge and skills from Reception to Year 6. They are now in the process of adapting their plans to align with the new 'Statutory framework for the early years foundation stage'. Leaders should carefully monitor the planned changes. This is to ensure that the Reception-age children have the subject knowledge they need to be successful as they move into Year 1.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 17–18 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116378
Local authority	Hampshire
Inspection number	10192848
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Dominic Boddington
Headteacher	Gerida Montague (Executive headteacher)
Website	www.olsjschool.co.uk
Date of previous inspection	17 – 18 May 2016, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher was appointed to lead the school in September 2019.
- The school is a member of the Diocese of Portsmouth and has a Christian character.
- A Section 48 inspection was carried out in June 2018. The school was graded good.
- The school offers wraparound care for pupils at the school. It is managed by school leaders and run by non-teaching members of staff.

Information about this inspection

- This was the first routine inspection the school received since the 2020-21 COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- We met with senior leaders, staff, pupils and members of the governing body. We also spoke with representatives from the local authority.
- We considered the eight responses to the confidential staff survey. We also took account of the 27 responses to Ofsted’s Parent View questionnaire, including 21 free-text comments.

- To evaluate the effectiveness of safeguarding, we viewed the school’s website and policies, met with the designated safeguarding leaders, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school and spoke with governors.
- We did deep dives in reading, mathematics and geography. We discussed the curriculum with subject leaders, staff and pupils, visited lessons, looked at pupils’ work and listened to pupils read.
- We scrutinised documentation, including the school’s plans for improvement, reports on behaviour, records relating to pupils’ safety and reports written by representatives from the local authority.

Inspection team

Aimee Floyd, lead inspector

Her Majesty's Inspector

James Broadbridge

Her Majesty's Inspector

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