

# Inspection of Our Lady and St Joseph Catholic Primary School

Our Lady and St Joseph Catholic Primary School, 83a Ramley Road, Pennington, Lymington, Hampshire SO41 8GY

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Inspection dates: 15 and 16 November 2022

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

This school is a place of harmony. Behaviour and learning are exceptional. Pupils are extremely happy and highly focused. Leaders make sure that all pupils, and especially the most disadvantaged, consistently benefit from the superb opportunities that the school provides.

Leaders and governors have a clear and uncompromising vision to empower pupils to become 'architects of a better world'. This vision weaves its way through all aspects of school life. Staff encourage pupils to consider others, within the school and beyond, in all they do and say. Pupils live by the school motto, 'God in our hearts, love in our words, family in our actions'. There is a tangible sense of social justice. Pupils stand up for what is right. For example, bullying is extremely rare. Pupils take an active lead in making sure everyone treats each other with kindness and respect. Pupils feel safe and everyone is welcome.

Leaders are meticulous about what they want pupils to know, do and remember. Leaders' and teachers' energy is infectious. They are always looking for ways to make things even better. Leaders leave nothing to chance with no stone unturned. Pupils receive an excellent academic and character education.

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

The curriculum is exceptionally well designed. Leaders have crafted precisely what pupils will learn and remember in all subjects. They have made strong use of research to ensure best practice. Leaders have made sure that each subject is expertly sequenced. This is then consistently embedded from the Reception Year to Year 6.

Leaders and teachers have high expectations for all pupils. Staff know the individual needs of all pupils, including those with special educational needs and/or disabilities (SEND). Teachers know precisely what they need to do to support each pupil to learn new subject content. Pupils' work is consistently of a high standard, including in the early years. They are rightly proud of what they achieve.

Executive leaders work across five schools. Teachers describe this partnership as a 'blessing'. They appreciate the chance they have to work and share ideas with colleagues from other schools. Staff feel well supported with their workload. They receive highly effective training to deliver the curriculum. For example, teachers attend regular cross-partnership professional development days. As a result, their subject knowledge is excellent. Teachers expertly understand each aspect of the curriculum.

Teachers know exactly what to check to ensure that pupils' knowledge is secure before moving on to new learning. This includes for pupils with SEND, who are very well supported to access the curriculum. Pupils recall past learning automatically.

Teachers make sure that knowledge is embedded into pupils' long-term memory. In history, for example, pupils confidently recall historical knowledge. They can discuss changes over time. For instance, pupils talked with enthusiasm about their detailed knowledge of Titanic's voyage.

Leaders make sure pupils develop a love of reading. They have selected high-quality books, with increasing complexity, for pupils to study. Leaders ensure that these carefully chosen texts reflect wider issues, inspirational people or relate to themes that pupils are exploring across the curriculum. Pupils show great enthusiasm for reading and learning more.

Leaders make sure that children quickly learn to read fluently. Leaders have written their own phonics scheme. Staff teach this expertly and with fidelity. Teachers build children's phonics knowledge skilfully. Any pupils who do need extra support are swiftly identified and helped to catch up.

Leaders cater for pupils' personal development exceedingly well. Staff foster pupils' leadership skills. Pupils are highly committed to their roles. Whether this is writing a presentation for the climate change conference with their partnership schools or scanning books for younger pupils on the library bus, pupils care for all in their community. Pupils are also passionate about caring for those beyond their immediate experience. For example, they learn about the issues facing refugees and asylum seekers. Leaders have worked hard on ensuring that their school is a safe place for all. Pupils have respectful attitudes towards others. They behave very well in class and around the school. Learning is not disrupted. Children in the early years learn routines quickly. They listen carefully to adults and share resources well when working with their friends.

A committed governing body shares leaders' vision for the school. They have an excellent knowledge about the quality of education in the school. They provide strong support and challenge to leaders. Parents and carers are unanimous in their unwavering praise. As a parent wrote, summing up the views of many, 'Our son is thriving every day.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, make sure that safeguarding is always a priority. Regular training ensures that staff know what to do about any concerns. Leaders keep careful records. They act swiftly to deal with any safeguarding concerns. Leaders support vulnerable families well, making good use of external agencies and charities when necessary.

Leaders have designed the curriculum to ensure that pupils learn how to stay safe. For example, pupils learn how to maintain good mental health and how to recognise risks online.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	116378
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10227536
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dominic Boddington
<b>Headteacher</b>	Gerida Montague (executive headteacher)
<b>Website</b>	<a href="http://www.olsjschool.co.uk">www.olsjschool.co.uk</a>
<b>Date of previous inspection</b>	18 May 2021, under section 8 of the Education Act 2005

## Information about this school

- Our Lady and St Joseph Catholic Primary School is part of the Diocese of Portsmouth. Its most recent section 48 inspection was in 2018.
- The school works in partnership with four other schools across Hampshire and Southampton. An executive board of senior leaders is led by an overall executive headteacher and they work across these schools.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff, pupils and parents.

- Inspectors did deep dives in these subjects: early reading, mathematics and history. Inspectors spoke to subject leaders, staff and pupils, visited lessons and looked at pupils' work. An inspector heard pupils read to an adult from the school. Inspectors also considered the curriculum in other subjects, including speaking to pupils and looking at samples of pupils' work.
- The lead inspector met with four members of the local governing body, including the chair, and spoke to representatives from the local authority online.
- Inspectors reviewed the school's safeguarding arrangements. This included safer recruitment checks and the schools' records of concerns. Inspectors also spoke to staff, governors and pupils about safeguarding.
- Inspectors reviewed a range of documentation, including the school improvement plan, policies and the headteacher's reports to governors.
- Inspectors observed pupils' behaviour. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- They took into account parents' responses to the online survey for parents, Ofsted Parent View, and parents' free-text comments. An inspector spoke with some parents at the beginning of the school day. They also considered responses to Ofsted's online surveys for staff and pupils.

### Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

Gemma Piper

Ofsted Inspector

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