

Inspection of a good school: St Joseph's Catholic Primary School, Devizes

St Joseph's Place, Devizes, Wiltshire SN10 1DD

Inspection dates:

13 and 14 December 2022

Outcome

St Joseph's Catholic Primary School, Devizes continues to be a good school.

What is it like to attend this school?

Pupils demonstrate the school's vision, 'shine', in all that they do. Pupils are polite, kind and friendly. They understand the importance of inclusion and make sure that pupils who join the school are warmly welcomed into the St Joseph's family.

Adults are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND). They know the pupils and families well. Relationships between adults and pupils are respectful and positive. Pupils know that adults will notice if they are not their usual selves.

There is a calm and orderly atmosphere in lessons and around the school. This is because adults have high expectations of pupils' behaviour. Pupils are adamant that bullying does not happen. They are proud to be anti-bullying ambassadors. Pupils know that if they had a worry or concern, the adults in school will help them.

Pupils are proud of the leadership roles they have, including chaplaincy team and house captains. They experience a wide range of extra activities. They raise funds for a range of charities and raise awareness of the importance of mental health by supporting events such as Odd Socks Day.

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

Leaders have focused on ensuring that pupils' literacy and numeracy curriculums are well designed and sequenced effectively. The pastoral support for pupils and families, alongside the Christian values, are central to their work. As a result, pupils' attitudes to learning are strong and they are keen to learn.

Leaders are ambitious for all pupils, including those with SEND. In some subjects, they have identified the key knowledge they want pupils to know and remember. In mathematics, the curriculum design supports pupils to develop a fluent and rapid recall of important number facts. They get off to a good start in Reception Year and children

develop a secure understanding of number. This helps pupils to build on what they know as they move into key stage 1.

Teachers use assessment information well to identify gaps in pupils' knowledge, and adapt the curriculum to address this in phonics and mathematics. However, in some subjects assessment is not used as well. As a result, leaders are unsure what pupils know and can do.

Leaders have brought about positive changes to the design of the curriculum in the wider subjects. However, they have not yet identified the key knowledge they want pupils to learn and remember. As a result, pupils' learning does not build well in some subjects. There are gaps in pupils' knowledge. In design and technology, older pupils could not recall how and when to use different types of stitches in textiles that younger pupils could demonstrate in their work.

Reading is a high priority. Children in Reception Year get off to a good start. There is an effective phonics programme in place that supports pupils to learn to read. Staff check the sounds and words that pupils can read. Adults provide support to those who need to catch up. As a result, most pupils who struggle to read develop confidence and fluency. Older pupils learn a range of reading techniques. This helps them to understand the text well. Pupils enjoy choosing books from the school library and reading books by their favourite authors.

The curriculum supports pupils to be well-rounded young people who have the confidence to make a difference to their community and beyond. School parliament members raised concerns about the speed of cars near their school. As a result, they took part in a campaign to raise awareness to drivers, with the local police community support officers. Pupils also recognise that there is inequality in the world. They are proud to take part in fundraising events such as Walk for Water. There are many opportunities for pupils to develop their own interests through the broad range of clubs that the school offers including drama, choir and yoga.

Governors know the school well and have an accurate view of the school's priorities. Leaders ensure that training for staff reflects school priorities. Staff value the professional development and understand its relevance. They appreciate the ways that leaders support them, including with their own well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained to identify and report any concerns about vulnerable pupils. Leaders act on any concerns raised swiftly. They are relentless in their efforts to secure the support that pupils and their families need.

Thorough checks are made to ensure that staff and volunteers who work with pupils are suitable.

Pupils learn about the potential risks to them, including online. The curriculum supports them to understand how to say safe. Pupils know they have a right to say 'no' and are confident to do so.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are bringing about positive changes to the curriculum. However, in some subjects in the wider curriculum leaders have not identified the important knowledge pupils need to learn. Pupils do not build their knowledge well enough and some develop gaps in their learning. Leaders need to identify the key knowledge they want pupils to know and remember and then assess to check understanding.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

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

Unique reference number	137371
Local authority	Wiltshire
Inspection number	10227934
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	Board of trustees
Chair of trust	Julie Cadmen
Headteacher	Yvonne Wilkins
Website	http://www.stjosdevizes.wilts.sch.uk/
Date of previous inspection	15 and 16 March 2017, under section 5 of the Education Act 2005

Information about this school

- St Joseph's Catholic Primary School is in the Roman Catholic Diocese of Clifton. At its most recent section 48 inspection, in September 2017, the school was graded as good. The next section 48 inspection is due before 2025.
- The school does not use an alternative provision.
- The school runs a breakfast and after-school club on site.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and took that into account of their evaluation of the school.
- The inspector spoke with school leaders, members of the governing board and a representative from the Diocese of Clifton.
- The inspector carried out deep dives in these subjects: early reading, mathematics and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The inspector spoke to leaders about other curriculum areas including history and physical education.
- The inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- The inspector looked at the single central record and discussed case studies of pupils with the designated safeguarding lead. She spoke to staff about the training they have received about keeping pupils safe.
- The inspector took into account the responses to Ofsted Parent View and the results of the staff questionnaires.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

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