

Inspection of St Joseph the Worker Catholic Primary School

Bewley Drive, Southdene, Kirkby, Liverpool, Merseyside L32 9PF

Inspection dates: 13 and 14 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils, and children in the early years, told inspectors that they feel happy and safe at school. They said that there is always an adult who they can go to if needed. Pupils also know that they can post a note in the worry box. Leaders deal effectively with any bullying or unkindness.

Leaders have high expectations for pupils' learning and behaviour. This includes those pupils with special educational needs and/or disabilities (SEND). Pupils behave well in lessons and around school. They work hard and achieve well.

Pupils benefit from a wide range of after-school activities, such as dance, football, choir and art club. Older pupils said that they are proud to represent their school, for example in productions and sporting events.

Pupils take on extra responsibilities, such as well-being ambassadors. They are considerate of the feelings and welfare of others. Pupils understand the importance of keeping fit and looking after their mental health.

Leaders are ambitious for all pupils to experience the local area. They enrich the curriculum with visits to art galleries, local landmarks and other cultural attractions.

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

Leaders have ensured that the curriculum for all pupils, including those with SEND, is ambitious. They have carefully thought about the topics that pupils, and children in the early years, must learn. In most subjects, leaders have identified the essential knowledge that sits beneath these broad topics. Teachers deliver the curriculum effectively in these subjects. In the main, this enables pupils to achieve well.

In a few subjects, leaders have not identified the essential knowledge that pupils must know and remember. In these subjects, some teachers do not have all the information that they need to deliver the curriculum as well as they could. On occasion, this hinders how well some pupils learn in these subjects.

Leaders are well on their way to developing the curriculum in the Nursery Year. Although there remain some weaknesses in the promotion of children's vocabulary and language, by the end of the Reception Year, most children are on track with their learning. They are ready for the demands of Year 1.

In most subjects, teachers use assessment strategies well to establish what pupils know and can do. At times, however, teachers are not alert to pupils' misconceptions. This, in turn, sometimes leads to gaps in pupils' knowledge.

Children in the early years get off to a good start with learning to read. Leaders have provided appropriate training for all staff to deliver the school's phonics and early reading programmes well. The books that pupils read match the sounds that

they know. Those pupils who struggle to read benefit from effective additional support. This helps them to catch up quickly. Older pupils enjoy reading a wide range of books. They talked with enthusiasm about the books that they have read and their favourite authors.

Leaders ensure that they identify and assess the additional needs of pupils with SEND in a timely manner. Teachers successfully adapt the delivery of the curriculum to enable these pupils to learn alongside their classmates. The curriculum enables pupils with SEND to achieve well.

Pupils behave well around school and in lessons. They engage in their learning and contribute well to discussions. They can get on with their learning without interruptions. Pupils understand the importance of good attendance and how this helps them as learners.

Leaders carefully consider pupils' wider personal development. They ensure that pupils benefit from a range of enrichment opportunities. These activities successfully develop pupils' interest and talents.

Pupils develop a secure understanding of what is right and wrong. They learn about difficult issues, such as the impact of knife crime. Pupils also learn about the importance of healthy relationships, including friendships. Pupils are well prepared for the next stage in their education.

Governors know the school and its community well. They fulfil their statutory duties and offer appropriate support and challenge to leaders. Staff are proud to work at the school and share leaders' ambition for all pupils. The staff with whom inspectors spoke said that leaders are considerate of their workload. Typically, staff said that they feel like part of a family. This feeling is echoed by the parents and carers who shared their views. They would recommend this school to others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make safeguarding a high priority. There is a strong, shared understanding of safeguarding across the school. Staff know pupils and their families very well. They are swift to identify any pupils who may be at risk of harm. Leaders respond to these concerns in a timely manner. Leaders work closely with external agencies.

Pupils learn how to keep themselves safe in a range of ways, including when working or playing online. They know what to do, and who to talk with, if they do not feel safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, leaders have not identified the essential knowledge that pupils must learn. In these subjects, some pupils do not develop a deep body of subject knowledge. Leaders must finalise their curriculum thinking across all subjects.
- Leaders have not finalised their curriculum thinking in the Nursery Year. This means that some children do not build their vocabulary and language knowledge as well as they could. Leaders should continue to refine the Nursery Year curriculum to ensure that children have ample opportunities to develop their spoken language.
- In some subjects, teachers do not address pupils' misconceptions promptly enough. This means that some pupils have misunderstandings in their learning. Leaders must ensure that pupils' misconceptions are addressed to prevent these pupils from developing gaps in their knowledge.

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

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| Unique reference number | 131836 |
| Local authority | Knowsley Metropolitan Borough Council |
| Inspection number | 10226285 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 246 |
| Appropriate authority | The governing body |
| Chair | Lesley Lester |
| Headteacher | Jude Ryan |
| Website | www.stjosephtheworkercps.co.uk |
| Date of previous inspection | 21 February 2017, under section 8 of the Education Act 2005 |

Information about this school

- This is a Catholic primary school. The most recent section 48 inspection was in November 2018. It is part of the Archdiocese of Liverpool.
- Leaders do not make use of alternative provision.

Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other school leaders and members of staff.
- An inspector spoke with representatives of the governing body, including the chair of governors.
- An inspector met with a representative of the local authority.

- Inspectors checked the arrangements for keeping pupils safe. They looked at a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they feel safe in school.
- Inspectors carried out deep dives in early reading, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, looked at samples of pupils' work, held discussions with teachers and talked with pupils. An inspector observed pupils reading to a familiar adult. An inspector also spoke with leaders and pupils about the curriculum in a number of other subjects.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors spoke with parents as they dropped their children off at school. They considered the responses to Ofsted Parent View, Ofsted's online survey. This included the free-text responses.

Inspection team

Kelly Butler, lead inspector

His Majesty's Inspector

Andy Hunt

Ofsted Inspector

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