

# Inspection of a good school: St Joseph's Catholic and CofE (VA) Primary School

Calver Crescent, Staveley, Chesterfield, Derbyshire S43 3LY

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Inspection dates:

13 and 14 June 2023

## Outcome

St Joseph's Catholic and CofE (VA) Primary School continues to be a good school.

## What is it like to attend this school?

This is an inclusive and happy school where pupils succeed. Leaders have created an ethos that nurtures and supports pupils. They have high aspirations for all pupils. Pupils say that they are happy to come to school. They feel safe and know that adults care about them.

Leaders have ensured that pupils' well-being is at the heart of what the school does. Pupils talk confidently about their well-being. They are proud of their leadership roles. The anti-bullying ambassadors support pupils effectively to talk about their concerns. The mini leaders enjoy the responsibility of setting up playtime activities.

Pupils meet the high expectations of behaviour. They behave very well. Pupils are respectful towards their peers and adults. Pupils across year groups work and play effectively together. Bullying is rare and staff deal with any incidents quickly.

In some subjects, staff have high expectations of what pupils can achieve. However, some subjects are not planned clearly. As a result, pupils do not gain the knowledge they should across the curriculum.

Parents and carers are overwhelmingly positive about the school. One parent spoke for many when they described the school as a place where pupils are 'encouraged to achieve and succeed with support and nurture'.

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

Leaders have developed a curriculum that matches the requirements of the national curriculum. They have identified the key knowledge that they want pupils to learn in English, mathematics and science. However, this is not the case in some foundation subjects. Teachers check what pupils have learned and remembered in English and mathematics. However, leaders have not ensured that these checks are as well developed in other subjects.

Leaders have prioritised reading. Staff have received training in the teaching of phonics. Most staff demonstrate high levels of expertise. Children begin to learn phonics as soon as they start in the Reception class. Pupils read books that match the sounds that they know. Pupils quickly build their confidence and learn to read with fluency. Teachers use regular checks to identify pupils who need extra help. Children develop a love of stories from the time that they start in Nursery. Staff encourage pupils to practise their reading at home. Pupils understand the importance of this. They enjoy getting green stamps for reading at home. They understand that they will have to read to a teacher if they get a purple stamp. In some classes, teachers read to pupils regularly. In early years, teachers use story time to develop communication skills and vocabulary. Pupils say that they enjoy the class story.

Leaders have developed a mathematics curriculum that logically builds pupils' learning over time. Teachers have high expectations of what pupils can achieve. The systematic approach to learning mathematics begins in the early years. The youngest children learn to use the right words when they are weighing and measuring. Children in Reception can explain the patterns in their counting. Teachers have strong subject knowledge. They revisit and build on previous learning. Pupils develop mathematical knowledge and skills over time. They become fluent in applying their knowledge to solve problems. Teachers ensure that pupils talk about their learning. They check what pupils have learned and understood. Teachers quickly identify pupils who need extra help. They make sure that pupils receive the help they need.

Pupils with special educational needs and/or disabilities are supported effectively to learn alongside their peers. Teachers adapt the curriculum appropriately to meet these pupils' needs. For example, teachers use counters and number lines. Teachers regularly check pupils' understanding. Support staff help pupils to overcome challenges and develop their confidence and independence.

Leaders provide a breadth of opportunities for pupils. Pupils gain from a wide range of activities that enrich their time at school. They spoke enthusiastically about their trip to London. Pupils learn about different religions through the curriculum and during collective worship. However, pupils do not get enough chances to revisit what they learn about different cultures so that their knowledge deepens. Pupils do not learn enough about fundamental British values. They are prepared for some aspects of life in modern Britain.

Staff are positive about being part of a happy and supportive staff team. They appreciate the efforts that leaders make to manage their workload and well-being. Parents believe that their children are happy and safe at school. One parent spoke for many when they explained how they send their child to school 'knowing that they are safe, looked after and happy'.

Members of the governing body know the school very well. They understand their role and fulfil their statutory duties effectively. They regularly visit the school and meet with leaders. They are clear about what the school needs to do to improve.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that a strong culture of safeguarding underpins the school's work. Staff receive regular training to ensure that they are up to date with statutory guidance. Staff know pupils and their families well. They are swift to act on any concerns. Leaders work effectively with external agencies. They ensure that pupils and their families receive the help that they need. Leaders complete appropriate pre-employment checks on adults before they start working with pupils.

Pupils learn how to keep themselves safe. For example, they find out about the risks that they might face when using the internet. They are taught how to play safely after school.

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

### (Information for the school and appropriate authority)

- In some foundation subjects, leaders have not identified the key knowledge that pupils need to learn at each stage of their education. As a result, teachers do not know exactly what to teach and when. Pupils do not learn what leaders intend them to learn. Leaders should ensure that teachers know what knowledge to teach at each stage so that pupils' learning builds securely on what they have learned before.
- Leaders have not developed a consistent approach to checking pupils' learning in the foundation subjects. As a result, teachers do not clearly know what pupils have learned in these subjects. Leaders need to develop a consistent approach to checking pupils' learning in the foundation subjects so that teachers know what pupils know and remember and can address any gaps or misconceptions pupils may have.
- The curriculum for personal development does not help pupils to fully understand British values. It does not provide pupils with enough opportunities to learn about different cultures. This means that pupils are not well prepared for some aspects of life in modern Britain. Leaders must ensure that the curriculum enables pupils to develop a secure understanding of British values and different cultures.

## 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 second ungraded inspection since we judged the school to be good in May 2014.

## **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>	134773
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10269011
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Fearn
<b>Headteacher</b>	Paula Lowry
<b>Website</b>	<a href="http://www.st-josephsrccofe.co.uk">www.st-josephsrccofe.co.uk</a>
<b>Date of previous inspection</b>	8 February 2018, under section 8 of the Education Act 2005

## Information about this school

- No relevant changes since the previous inspection.

## 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 has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and members of staff. The inspector met with governors and a representative of the local authority.
- The inspector carried out deep dives in reading, mathematics and computing. For each of these subjects, the inspector held discussions with subject leaders, visited lessons, looked at pupils' work and spoke with teachers and pupils. The inspector listened to pupils read.
- The inspector reviewed a range of documents and policies.
- The inspector spoke to a range of staff and pupils informally.
- The inspector spoke with safeguarding leaders, pupils and staff about the school's work

to keep pupils safe. The inspector reviewed safeguarding records and the single central record.

- The inspector considered pupil and staff responses to the Ofsted survey.
- The inspector considered the parental responses to the Ofsted Parent View survey, including the free-text comments.

### **Inspection team**

Donna Chambers, lead inspector

Ofsted Inspector

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