

Inspection of St Joseph's Catholic Primary School

Crossfield Street, Deptford, London SE8 3PH

Inspection dates: 7 and 8 June 2023

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 enjoy attending this vibrant and lively school. Staff are caring, compassionate and helpful towards pupils. Teachers take time to explain things, which helps pupils to make sense of what they are doing in lessons. Pupils appreciate the support and patience that teachers show if they are struggling with their learning. Interactions between adults and pupils are positive and respectful. Pupils share any concerns with staff, who deal with matters swiftly. Staff encourage pupils to be kind.

Pupils behave well. They understand the school rules and how these relate to their behaviour and staying safe. Staff promote the school's values well to develop pupils' character, such as honesty and resilience.

Leaders offer a range of activities to enrich pupils' learning experiences. These include visits to local businesses and art galleries. Parents and carers highly appreciated the popular breakfast club and after-school care. Pupils participate in clubs linked to curriculum subjects as well as their interests and talents. Leaders and staff work closely with parents. This includes through a range of workshops, exhibits and community work.

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

Leaders have high ambition for all pupils. They expect pupils with special educational needs and/or disabilities (SEND) to achieve highly. Leaders set out clearly the content they want pupils to know and understand in all subjects. This is progressive as pupils move through the school. The knowledge pupils learn builds successfully on the strong foundations laid in the early years.

Teachers' subject knowledge is secure. Most teachers provide opportunities for pupils to revisit and practise what they have learned. This helps pupils to gain confidence in explaining what they know and remember. Occasionally, teachers do not check pupils' understanding carefully enough. This means that some pupils' misconceptions are not addressed quickly.

Children in the early years enjoy the learning experiences that adults plan and deliver. For instance, children sorted different food items into healthy and unhealthy food groups. Year 2 pupils' outcomes in mathematics at the end of 2022 were significantly below national outcomes. Leaders are addressing this. They have improved the teaching of mathematics in the school, for example. This is helping pupils to embed key mathematical skills and knowledge over time. However, the actions taken have not had time to show an impact on pupils' mathematical outcomes.

Leaders place a strong emphasis on developing pupils' spoken language skills. This begins in the early years. Adults discuss the meaning of vocabulary well to ensure pupils understand the words they read. Staff are well trained in delivering the phonics programme. They help pupils at risk of falling behind in their reading. Pupils

segment and blend sounds accurately. They read books that match the sounds they have learned. Leaders promote a passion for reading. Pupils understand the importance of reading and enjoy their frequent visits to the school and local libraries. They appreciated the wide range of interesting books to select from.

Adults manage pupils' behaviour consistently. Pupils appreciated that staff treat them fairly. They have positive attitudes to learning and crave opportunities to be challenged.

Leaders identify and support pupils with SEND well. They provide effective help and guidance so that these pupils learn successfully. Leaders work closely with external agencies to provide specialist support when required.

Leaders provide many opportunities for pupils' wider personal development. Pupils are taught about different religions. They show respect in valuing other people's beliefs, as well as celebrating their own. Leaders support pupils' mental health seriously. Staff help pupils to have high aspirations, including for future careers. The school prepares pupils suitably for the next stages of their education.

Staff are proud to work in the school. They felt that leaders considered their well-being and workload. Those responsible for governance have overseen some significant changes to the senior leadership effectively. They know the school's areas for improvement well, while providing appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have clear processes in place to ensure that they keep pupils safe. They follow up on any concerns promptly. Leaders work with external agencies to ensure pupils and families receive the help they need. They build strong relationships with parents and know families well.

Pupils are taught what to do if they face any risks, for example from gangs. They understand how to stay safe when using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check pupils' understanding carefully enough. As a result, pupils' misconceptions are not addressed in a timely manner. Leaders must make sure that adults are routinely checking what pupils know and understand carefully so that they are fully ready for future content.
- Outcomes for pupils in Year 2 last year were very low in mathematics. Leaders must make sure that changes made to the teaching of mathematics are fully implemented so that outcomes for pupils improve quickly.

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	100729
Local authority	Lewisham
Inspection number	10255386
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair of governing body	George McNamara
Executive Headteacher	Joshua Levenson
Headteacher	Louise Blyde
Website	www.stjps.lewisham.sch.uk
Date of previous inspection	14 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school has experienced significant changes to senior leadership since the last inspection.
- A new executive headteacher was seconded in September 2022; a substantive headteacher was appointed in April 2023.
- The school does not make use of any alternative providers.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the chair of the governing body, local authority representatives, the executive headteacher, the headteacher, senior leaders, and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, science and art. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and pre-employment checks. Inspectors reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector	His Majesty's Inspector
Martyn Patterson	Ofsted Inspector

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