

Inspection of Our Lady and St Joseph Catholic Primary School

Buckingham Road, Hackney, London N1 4JB

Inspection dates:

17 and 18 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils enjoy coming to school very much. They exude a love for learning. Leaders have ensured that pupils encounter a rich set of experiences during their time at the school. Pupils demonstrate the school motto of 'shine with love, kindness and respect'. They do this through the positive interactions that they have with their peers and adults at the school.

All pupils, including those with special educational needs and/or disabilities (SEND), are taught a broad and highly ambitious curriculum. Pupils are able to master the knowledge that they learn exceptionally well due to the support that is provided by all school staff. This is exemplified by pupils' strong outcomes in national assessments.

Pupils' excellent behaviour both supports their learning and the building of the whole school community. They play and work together collaboratively. Parents and carers appreciate the family feel of the school. They like that it provides their children with an inclusive and diverse environment. Pupils' views about how their school could be even better are acted on. For example, pupils recently helped to plan their play spaces and raised funds to make their designs a reality.

Pupils are well cared for by the staff team. They know that they have a trusted adult who they can speak to should they have any worries. Pupils are kept safe.

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

The curriculum is planned to ensure that pupils experience a smooth learning journey from the early years through to Year 6. Leaders have ensured that the curriculum is broad, balanced and deep. It meets or exceeds the aims of the national curriculum for all subjects. Careful thought has been put into the sequencing of the curriculum. This means that pupils are able to successfully build on prior knowledge. Activities used in lessons are both exciting for pupils and closely linked to the knowledge that they are acquiring or practising. This helps them to achieve consistently well, and to develop a love of learning and thirst for knowledge.

Assessments are well used as a tool to help pupils to know and remember more. For instance, they are used to identify any gaps in pupils' learning. These gaps are then filled by timely adaptations to teaching or by small changes to the school's long-term curriculum thinking. This means that pupils develop a deep level of understanding across the whole curriculum.

Reading is prioritised from day one of Reception year when children begin to learn phonics. This priority continues throughout pupils' time at school. Leaders are unwavering in their work to make sure that all pupils become accurate and fluent readers. This is clear in pupils' excellent outcomes in the phonics screening check and the confidence with which they use and apply their phonics knowledge. All teaching staff receive training to ensure that they can deliver the phonics scheme

with fidelity. Assessments are used well to check pupils are keeping up. Those who may be in need of extra help receive this quickly, ensuring that they quickly catch up. This includes pupils with SEND, who receive high-quality support to become fluent readers. Books are well matched to pupils' stage of reading. Leaders offer guidance to parents so that they are able to support their children with reading. Pupils enjoy the plentiful opportunities that they get to read for pleasure.

The school's well-established approaches to supporting pupils with SEND ensure that these pupils follow and successfully master the same curriculum as their peers. The school works closely with parents, pupils, teachers and external agencies to ensure that appropriate plans of support are in place. Staff receive rigorous training to make sure that they can provide and adapt support for pupils' needs.

Pupils' behaviour for learning is a strength of the school. Lessons are calm and fruitful. Classmates support each other to ensure that high levels of focus are sustained. Outside of lessons, pupils behave in kind and respectful ways. They do their best to look after each other.

Pupils' attendance is high. The school continues to make sure that they give both pupils and parents clear and consistent messages about the importance of attending school every day.

The provision to promote the personal development of pupils is impressive. Pupils take part in a wide selection of extra-curricular activities, such as sewing, gardening club and debating. They spoke about how much they value these activities, and in particular, how they enjoy getting to experience and try out things beyond the academic curriculum. Pupils are taught to understand the importance of equality and respecting and celebrating difference. They also learn about how to behave in a courteous and responsible manner.

Leaders are relentless in their work to ensure that pupils receive the highest quality of education. To support this, they prioritise the professional development of all members of staff. This means that staff have the expertise to successfully support the academic and pastoral development of pupils. Staff well-being is well supported by the school.

The governing body works closely with school leaders at all levels. It rigorously holds leaders to account as well as providing any necessary support.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100264
Local authority	Hackney
Inspection number	10293199
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	203
Appropriate authority	The governing body
Chair of governing body	Eleanor Taylor
Headteacher	Aoife O’Grady
Website	www.olsjschool.net
Dates of previous inspection	22 and 23 November 2012, under section 5 of the Education Act 2005

Information about this school

- Leaders use no alternative provision.
- The headteacher was appointed to the role in January 2022.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school’s educational provision.

- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders. They held discussions with representatives of the local authority, members of the governing body, including the chair of governors.

- The inspectors carried out deep dives in these subjects: early reading, geography and mathematics. The inspectors discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Luke Stubbles, lead inspector

His Majesty's Inspector

Ruth Harding

Ofsted Inspector

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