

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

Kennedy Drive, Goole, East Yorkshire DN14 6HQ

Inspection date:

7 November 2023

Outcome

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

The headteacher of this school is Helen Cooke. The school is part of Bishop Konstant Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lesley Fitton, and overseen by a board of trustees, chaired by Helen Utting.

What is it like to attend this school?

There is a calm and purposeful atmosphere at St Joseph's Catholic Primary School. Pupils and staff display the Catholic virtues of the school. They care for their school environment and each other. Pupils are happy and safe. The school provides many pupil leadership opportunities. Pupils are keen to be part of 'mission teams' and contribute to the life of the school. 'Guardian Angel' pupils help to create inclusive and harmonious playtimes.

The school has high expectations for all pupils. Pupils achieve well at St Joseph's Catholic Primary School. Pupils with special educational needs and/or disabilities (SEND) are well supported. The school has developed appropriate systems to support pupils who are new to the country or those who speak English as an additional language. The school promotes reading at home with family reading sessions, workshops and the virtual phonics classroom.

There are clear expectations of pupils' behaviour. Pupils are motivated by the reward systems in school. Pupils develop a positive attitude to learning. Teachers take time to teach younger pupils the expectations and routines of school. As a result, pupils quickly learn what is expected of them.

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

Pupils benefit from the well-sequenced curriculum in school. The school has ensured the curriculum sets out the precise knowledge pupils need to know. The Trust has recently invested in a range of digital programmes to further support pupils' learning. This is

particularly evident in mathematics, where these programmes develop pupils' fluency and understanding. Pupils have opportunities to revisit their prior knowledge across subjects. This is better developed in some subjects than others. In some subjects, teachers do not have a clear understanding of what pupils know and can do. As a result, some planned activities do not help pupils to integrate new knowledge in the way that leaders intend. This means, in some subjects, pupils are not deepening their knowledge as intended.

Children in the early years benefit from the clearly defined and well-equipped learning areas. The school has embedded regular opportunities for pupils to develop counting skills and number recognition through songs. Teachers prioritise the important vocabulary that children need to know. This helps to develop children's communication and language knowledge. Parents are very positive about the start that their children make at this school.

The school works with external specialists to identify and support pupils with SEND. These pupils are well supported in lessons. They access the same curriculum as their peers. Teachers make curriculum adaptations to meet their needs. The school provides social and emotional support sessions for those pupils that need it.

Reading is an important part of school life. The school has invested time and resources to improve the reading curriculum. Early reading and reading for pleasure are prioritised. The carefully curated reading spine and daily 'magic of stories' time ensures that pupils are introduced to a breadth of literature. Pupils enjoy using the recently introduced reading corners in every classroom. Most pupils learn to read quickly and confidently. Books match the phonics knowledge pupils know. However, there are inconsistencies in the support given to pupils who need help with reading. Not all staff use the same support strategies with pupils. This means that these pupils do not become fluent readers as quickly as they could. The school should continue to develop their systems to ensure there is always a consistent approach that is addressing gaps in pupils' phonics knowledge.

The school has developed effective strategies to promote pupils' regular attendance. Pupils are motivated by the attendance awards in school. Pupils are keen to be involved with leadership positions in school. They relish the opportunity to contribute to the school community. Pupils are proud of the work the Laudato Si, Mini Vinnies and Student Ambassadors do. The curriculum and Catholic ethos of the school develop pupils' understanding of equalities and fundamental British values.

Staff well-being is a priority in this school. Workload is not a concern in this school. Those responsible for governance have an accurate picture of the school. The governing body and board of trustees are supportive but still provide effective challenge. Staff benefit from the ongoing support and development the trust provides.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, there are inconsistencies in the support given to pupils who need help with reading. As a result, these pupils do not progress as quickly as they could. The school should ensure there is a consistent approach across school to develop pupils' fluency in reading and that all staff apply this knowledge.
- The school's systems to check what pupils know and remember are more developed in some curriculum subjects than in others. In some subjects, teachers do not have a clear understanding of what pupils know and can do. This means that pupils do not always integrate new knowledge as leaders intend. The school should refine how teachers check pupils' prior knowledge and understanding and quickly identify any misconceptions.

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 predecessor school, St Joseph's Catholic Primary School, to be good in January 2020.

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	148164
Local authority	East Riding of Yorkshire
Inspection number	10297500
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	105
Appropriate authority	The governing body
Chair of governing body	Catherine Murphy
Headteacher	Helen Cooke
Website	www.sjg.bkcat.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is one of 15 schools in the Bishop Konstant Catholic Academy Trust.
- The school's last inspection under section 48 of the Education Act 2005 for schools of a religious character took place in June 2017.
- The school does not currently use alternative provision.
- The school runs a breakfast club.

Information about this inspection

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

- This was the first routine inspection the school 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 spoke to senior leaders, including trustees, members of the governing body and the Trust Director of Primary Standards.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of

lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors listened to pupils read from different year groups.
- To evaluate the effectiveness of safeguarding, 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. Inspectors also spoke to leaders, teachers, governors, and pupils about safeguarding.
- Inspectors analysed the responses to Ofsted's staff survey. They reviewed answers from the online questionnaire, Ofsted Parent View, including free-text responses.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Helen Stout

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023