

Inspection of St Joseph's Catholic Primary School

Springfield Road, Uttoxeter, Staffordshire ST14 7JX

Inspection dates: 25 and 26 June 2024 and 17 July 2024

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	Good

The principal of this school is Louise Sassi. This school is part of The Painsley Catholic Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stephen Bell, and overseen by a board of trustees, chaired by Ken Wilson.

What is it like to attend this school?

Pupils at St Joseph's thrive academically and personally. Children in the early years get off to a flying start. Older pupils are exemplary role models. They undertake their responsibilities diligently. Pupils value highly the work of the 'kindness club'. These pupils ensure that the school is a happy and welcoming place for everyone.

The school has lofty ambitions for its pupils, including those with special educational needs and/or disabilities (SEND) and who are disadvantaged. It also supports pupils with English as an additional language to quickly grasp their new language. It accepts no excuses. Pupils are expected to try their best every lesson, every day. Pupils rise to the challenges that the school sets for them and achieve well.

Not a moment is wasted. Pupils have a thirst for knowledge. They speak passionately about what they have learned across the curriculum and are excited for what they will find out next. From the start of the Nursery Year, children demonstrate admirable resilience when they find tasks more difficult. Older pupils enjoy wrestling with mathematics problems, interpreting poetry and mastering different art techniques.

Pupils are unfailingly polite and supportive of each other. Over their time at the school, pupils develop as kind, considerate and caring citizens, who treat others with the utmost respect.

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

The school has developed a broad and rich curriculum that ignites pupils' passion for learning. This starts in the early years. The school invests heavily in high-quality training and support. Staff have considerable subject expertise. They use this to design learning activities that are engaging and exciting. Moreover, the school prioritises working with parents and carers so that they can support their children's education. Pupils across the school are exceptionally well prepared for their next steps.

Pupils speak about their learning with confidence and genuine interest. Staff routinely check that pupils have learned and remembered key knowledge. They identify and address any gaps and misconceptions as they arise. Staff ensure that pupils have secure foundations in their learning before moving on to new concepts. They frequently revisit previous learning with pupils so that they retain important information. As a result, pupils gain an impressive depth of knowledge.

The school is passionate about reading. In the Nursery Year, children enjoy joining in with rhymes, stories and songs. This lays the foundations for these children to embark successfully on learning to read as soon as they join the Reception class. Well-trained staff deliver the school's phonics programme skilfully. Any pupils who struggle to read quickly receive targeted sessions to help them to catch up. This

includes those pupils who speak English as an additional language. These pupils swiftly become proficient in both spoken and written English. This ensures that they fully benefit from the high quality of education offered by the school.

From the beginning of the early years, routines and expectations for behaviour are established well. Classrooms are purposeful. Pupils settle quickly to task and take care with their work. Pupils are highly motivated to be in school, on time, every day. The school works effectively with those families who struggle to get their child to school. Pupils appreciate the recognition that they receive for their high attendance rates and excellent behaviour.

The school swiftly identifies the additional needs of pupils with SEND as well as those pupils who are new to English. It works closely with parents and professionals to ensure that these pupils get the help and support that they need. Staff adapt lesson activities well so that these pupils can access the curriculum successfully alongside their peers.

The school has created a culture where pupils are knowledgeable about the world around them. They are interested in the faiths and beliefs of others. Pupils are respectful of differences. The wealth of clubs and activities on offer ignites their talents and interests. Pupils are proud members of their school and local community. They take an active role in school life. They live out the school's motto to 'love and serve'. For example, they raise money for charity, represent their classmates on the school council and willingly help out with jobs around the school.

The trustees and governors are not complacent. They provide effective challenge and support to the school. This has enabled the school to go from strength to strength.

Staff value the training and support that they receive. They appreciate the school's and the trust's efforts to ensure that their workload is manageable. Staff are very proud to work at the school.

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 special educational needs and/or disabilities (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	138727
Local authority	Staffordshire
Inspection number	10294584
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	Board of directors
Chair of trust	Ken Wilson
Principal	Louise Sassi
Website	www.st-josephs-uttoxeter.staffs.sch.uk/
Dates of previous inspection	4 and 5 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- The school operates before- and after-school provision.
- The school is part of The Painsley Catholic Academy.
- This is a Catholic faith school in the Archdiocese of Birmingham. The most recent section 48 inspection took place in June 2019. The school's next section 48 inspection is likely to take place before July 2026.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. The inspection started on 25 June 2024. Inspectors returned on 17 July 2024 to gather additional evidence in line with [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence](#) policy.

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the principal, vice principal, and other school leaders. They also met with the chief executive officer (CEO) and a deputy CEO of the trust
- The lead inspector held a meeting with the vice chair of the board of directors of the trust. He also met with members of the local governing body, including the chair.
- 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 carried out deep dives in early reading, mathematics, art and design and physical education. They met with subject leaders, visited lessons, spoke with teachers and pupils and viewed examples of pupils' work. An inspector also looked at pupils' work and spoke with pupils about their learning in some other subjects. The lead inspector observed some pupils read to a familiar adult.
- Inspectors carried out learning walks with leaders to see different aspects of the school's work in action.
- The inspectors spoke with staff about their workload and well-being.
- The inspectors observed pupils' behaviour in lessons and around school.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to the staff and pupil surveys. An inspector spoke to parents at the end of the school day.
- Inspectors looked at a range of documentation provided by the school. This included attendance records and minutes of meetings held by the trust board.

Inspection team

Barry Yeadsley, lead inspector	His Majesty's Inspector
Rachel King	Ofsted Inspector
Pippa Jackson Maitland, lead inspector	His Majesty's Inspector
Rebecca Jewitt	His Majesty's 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 children looked after, 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 2024