

# St Joseph's RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	102596
<b>Local Authority</b>	Kingston upon Thames
<b>Inspection number</b>	335933
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	Kathryn Taylor

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	258
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Susie Duffy
<b>Headteacher</b>	Mrs Merryl Roberson
<b>Date of previous school inspection</b>	27 March 2007
<b>School address</b>	The Fairfield Kingston Upon Thames KT1 2UP
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## Introduction

This inspection was carried out by three additional inspectors. They made 16 observations of lessons, covering all of the eight class teachers. They held meetings with pupils, governors and staff as well as talking to parents and carers who were bringing their children to school. Inspectors looked at a number of documents including attendance data, pupils' work, local authority reports on the school, curriculum documents and safeguarding information. They analysed staff questionnaires, pupil questionnaires and the 137 parental and carer questionnaires received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress that different groups of pupils make
- current attendance rates, pupils' spiritual and cultural development and any variations in pupils' personal development
- the extent to which teaching and the curriculum meets the needs of all ability groups
- how well the leaders at different levels contribute to school self-evaluation and improvement and the school's contribution to community cohesion.

## Information about the school

Pupils in this average-sized school are drawn from a wide range of social, ethnic and faith backgrounds. A high proportion are from homes where English is not the first language, though a much lower proportion are at the very early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, is slightly higher than the national average. Pupils' needs include learning difficulties, behavioural, emotional and social difficulties, speech, language and communication difficulties and visual impairment. The proportion of pupils joining the school at various times during the year is higher than average, particularly for older pupils. Children are admitted to the Early Years Foundation Stage Nursery classes when they are three years old, most on a part-time. Children join the Reception class in September of the year in which they have their fifth birthday. The school has gained a number of awards, including Basic Skills, Healthy Schools and Active Mark awards. There is a breakfast club and after-school provision on site, provided by a private company. This provision is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

St Joseph's is a good school. It has a strong Catholic ethos and offers a warm welcome to pupils and parents and carers from a wide range of backgrounds. Staff take good care of pupils and work hard to involve parents and carers and to support them in improving their children's learning. Consequently, parents and carers are very happy with the school.

Pupils make an excellent contribution to ensuring their school is a very happy and harmonious community and that everyone is supported and included. Pupils are very proud of their school and their achievements. They behave well, say they feel safe and understand how to stay fit and healthy. Without hesitation pupils stated that 'If we have a problem, we tell a teacher and they take care of it' and that 'No-one is alone; everyone has a friend.'

Pupils achieve well. Standards across the school have improved since the last inspection and are now in line with the national average. Several factors make a particular contribution to pupils' good progress, notably pupils' very good attitudes to learning and their eagerness to do well. The school also tracks the progress of individual pupils carefully and uses this information to provide further challenge or support through additional one-to-one or small group teaching for those who need it.

Although teaching is not yet consistently good, it is improving well and there are strengths in several aspects. For example, teachers have good subject knowledge, are conscientious, form very positive relationships with their pupils and encourage them to try hard and to work hard. In the satisfactory lessons, the whole-class teaching part of the lesson is sometimes too long and not enough is then done to question all of the ability groups and move learning on at a faster pace. On these occasions, support staff are not always put to best use to work with groups, explain and adapt tasks, or provide practical equipment and examples.

The school is well led and managed. Leaders remain firmly committed to meeting the needs of their pupils and families, working with other local schools and community groups, empowering pupils and building on the school's successes. A good deal has been done to improve the provision, learning and teaching. More should be done to evaluate precisely the impact of all of the developments in the learning, progress and personal development of all pupils and of specific groups of pupils.

Middle leaders' roles have developed since the last inspection. Therefore they make a good contribution to supporting staff and to developing teaching and work in their subjects. Their role in analysing and using performance data as a tool for identifying trends and informing future improvement planning is as yet underdeveloped.

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Taking account of the school's good track record in making improvements, the strong teamwork and the staff's commitment to continual improvement, the school has a good capacity for further improvement.

**What does the school need to do to improve further?**

- Raise the quality of satisfactory teaching to good by ensuring that:
  - whole-class teaching parts of lessons proceed at a good pace and are not too long
  - teachers' questioning and additional adult support are used effectively and consistently to support and challenge different ability groups throughout the whole lesson.
- Evaluate more precisely the impact of the school's provision and improvements on:
  - pupils' learning and progress
  - pupils' personal development
  - the learning, progress and personal development of significant groups of pupils.
- Extend middle leaders' role in using and analysing performance data.

**Outcomes for individuals and groups of pupils****2**

The school's data, pupils' current work and their learning in lessons confirm that pupils of all abilities and ethnic backgrounds are making good progress. Standards are broadly average throughout the school. However, slight variations in mathematics and English standards arise in some year groups, due to the relative strengths in teaching, the proportion of boys to girls and the number of pupils in each class who are fairly new to learning English.

Pupils' eagerness to do well and their very good levels of concentration make a significant contribution to their learning. Pupils take a pride in their written work, persevere with tasks, share ideas and show respect for one another's views and contributions. Through a good range of visits, visitors and opportunities to work with pupils from other schools, pupils develop a good understanding of British culture and diversity.

Pupils have a good understanding of right and wrong and show respect for adults and one another. They respond exceptionally well to the many opportunities provided to take on responsibilities, for example, in class as buddies, peer mediators and monitors. Pupils have a strong voice. They contribute fully to decision-making about how well the school might be improved, including suggesting how their lessons and learning might be even better.

Most pupils learn well in lessons and can talk about their learning. They enjoy open-ended tasks and challenges. For example, there was a good level of discussion in Year 3 when pupils were finding as many ways as possible of making given numbers. During their first history lesson on the Second World War, pupils in Year 6 worked

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extremely well in pairs and groups, posing interesting questions and topics they wanted to pursue. They discussed how best to find the information they needed and then very successfully scanned a variety of books and websites to find the necessary information. By the time pupils are at the top of the school, their very well developed social skills and their ability to work independently and to apply their basic skills across subjects mean they are well prepared for the challenges of secondary school. Attendance levels have risen in recent years and are now average, with very few examples of persistent absence.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is satisfactory and improving. There is a fair proportion of good lessons with none that are inadequate. General strengths include teachers' thorough planning and their preparation of engaging, interesting and practical tasks that are well matched to the different abilities. In most instances, well-trained support assistants make a strong contribution to pupils' learning, including for those who have learning difficulties or disabilities. Lessons routinely include good opportunities for pupils to discuss and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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develop their ideas. In the good and occasionally outstanding lessons, questioning is used well to assess all groups, explore and address any misconceptions and move learning on at a good pace throughout the whole lesson. In lessons where teaching is satisfactory, though pupils learn and progress well during the group and independent activities, some pupils' progress slows in the whole-class teaching part of the lesson. This is either because this part of the lesson is too long to maintain all pupils' interests or because the content is pitched at average-attainers and then either does not extend the more-able or support the lower-attaining pupils to make better than satisfactory progress. Teachers assess pupils' attainments and progress regularly, including through good quality marking. They use this information well to plan future lessons and to identify which pupils will need extra support to stay on track.

The curriculum contributes well to pupils' academic and personal development and has a strong focus on developing the basic skills and promoting health. It includes a good range of interventions to extend the more able and support those who need help to catch up. Good enrichment activities, including visits, visitors, themed weeks and after-school clubs, broaden pupils' horizons and add to their enjoyment. The good links that are being made between pupils' work in different subjects are helping to make learning meaningful and enjoyable.

The school has developed strong partnerships with other schools. These are currently helping the school to strengthen its mathematics provision and enabling the more-able pupils to benefit from opportunities to take part in technology projects and to learn Latin. Staff and pupils have clearly benefited from good support from a local secondary school to assist the modern foreign languages leader to introduce French into the curriculum. This was evident in the way that Year 1 pupils confidently greeted their teacher in French and told her how they were feeling.

Care, guidance and support are good. Parents and carers appreciate the fact that pupils' well-being is given a high priority. As one noted, 'I commend all the staff for their unwavering support for the children.' Staff respond to any concerns promptly and support pupils needing additional help and their families well. Child protection procedures, risk assessments and systems to encourage good behaviour and regular attendance are all robust. The buildings are very clean and well maintained.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

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The headteacher and senior leaders remain very focused on galvanising staff, raising standards and making improvements across the board. They have risen to the continuing challenge of managing staff turnover, inducting and supporting new teachers and strengthening teaching overall. Staff morale is good, which is also reflected in the results of the staff questionnaire. Middle leaders have been appointed and trained. Their role is developing and they make a good contribution to school improvement. Governance is satisfactory. Governors are supportive of the school, recognise its strengths and are committed to helping it to do its best for the pupils. Governors' role in challenging the school, although satisfactory, is as yet not fully developed. They assist senior leaders to ensure that safeguarding procedures are robust and meet requirements. They have ensured that the premises and teaching and learning resources have been improved significantly since the last inspection. Consequently, the school is well equipped and the learning environment is very good.

The school has established very strong links with other schools. It engages well with parents and carers. Parents and carers say that staff keep them informed and are helpful, friendly and accessible. The school is successful in its efforts to promote equality and remove any barriers to learning. The school makes a good contribution to community cohesion. The school itself is a very harmonious community. Leaders are well informed about families' and the local community members' needs and backgrounds and take effective action to engage and involve them in the life of the school. Pupils also benefit from the strong links between St Joseph's and schools internationally. A current priority is to establish links with schools in a contrasting locality in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Early Years Foundation Stage

Children make good progress during their time in the Early Years Foundation Stage, from starting points typically below age-related expectations, especially children's skills in communication, language and literacy. Children settle quickly into Nursery because of the good relationships formed with parents, the very warm welcome and good levels of care that staff provide. These factors, combined with the many interesting activities on offer, mean that children establish clear routines, make friends and develop independence and good patterns of behaviour.

Teaching and learning are good overall, though stronger in the Nursery than in the Reception class currently. Staff in the Nursery interact very well with children to support them, extend their thinking and speaking skills and move their learning on quickly. For example, children learned well when a group were engrossed in making sandwiches and wraps for themselves, spreading butter, choosing fillings, and cutting and folding, followed by their absolute pleasure of eating the final product. Other children were busy 'answering the telephone' and making notes in the 'nursery office', 'performing operations' and delivering first-aid in 'the hospital', making birthday cakes or building roads for the toy cars to travel on.

Staff across the Early Years Foundation Stage place a good emphasis on children's personal development, speaking skills and early reading and writing skills. They provide an appropriate mix of adult-led activities and learning opportunities that children create for themselves. Adults generally keep a good overview of children's learning and progress and keep their families up-to-date.

Outdoor learning is used particularly well in the Nursery. In the Reception class, there are some missed opportunities to plan for and encourage children to take part in a range of activities outdoors and to engage with children when they chose to do so.

Good leadership of the unit helps to ensure that new staff are supported well, classrooms are well resourced. Substantial improvements have been made to the Nursery accommodation, which now provides excellent opportunities for outdoor learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

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As the table below shows, the vast majority of parents and carers are very pleased with all aspects of the school. A small number of parents and carers are concerned about behaviour. The inspection team agrees with parents' and carers' positive views of the school. They judged that most pupils behave exceptionally well, but recognise that in one class a small minority of pupils sometimes misbehave.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Joseph's Catholic Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspectors received 137 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	75	34	25	0	0	0	0
The school keeps my child safe	94	68	41	30	0	0	0	0
The school informs me about my child's progress	85	62	48	35	2	2	0	0
My child is making enough progress at this school	84	62	48	35	4	3	0	0
The teaching is good at this school	99	72	37	27	0	0	1	1
The school helps me to support my child's learning	84	61	49	36	4	3	0	0
The school helps my child to have a healthy lifestyle	79	58	52	38	5	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	63	46	56	40	2	2	0	0
The school meets my child's particular needs	67	49	58	42	6	5	0	0
The school deals effectively with unacceptable behaviour	67	49	52	38	9	7	0	0
The school takes account of my suggestions and concerns	61	45	59	43	4	3	1	1
The school is led and managed effectively	88	65	35	26	3	2	0	0
Overall, I am happy with my child's experience at this school	103	75	34	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 May 2010

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Kingston upon Thames, KT1 2UP

Thank you very much for making us welcome when we came to your school. We found that St Joseph's is a good school that helps you to make good progress and reach the standards expected of you by the time you leave. We really enjoyed talking with you in class, in the playground and around the school.

We noticed how very proud you are of your work and your school and how you get on really well with each other and make newcomers very welcome. We found that you are polite, well-behaved and hardworking. It was good to see you enjoying playtimes and lunchtimes, being active and eating healthily. We think you make an excellent contribution to supporting one another and to ensuring that your school runs smoothly. When we visited lessons and looked at your work, we noticed that the staff find interesting things for you to do and learn. Teachers explain what you are meant to be learning. They really encourage you to take responsibility for improving your own work and learning. We noticed how much the staff enjoy being with you, and how well they look after you and really listen to your views and any concerns.

Your headteacher and other managers lead the school well and they and the staff are always keen to make improvements. We have suggested ways in which the staff can make some of your lessons even better, especially the whole-class teaching parts. We noticed that the school puts lots of new and interesting things in place to help you to learn better and enjoy school more. We have asked the staff to do more to find out which things work best, so that they can plan better for the future. For the same reason, we have also suggested that the teachers in charge of different subjects look more closely at the facts and figures about how well you are doing. You can help by making suggestions, by continuing to do your best and taking good care of each other. That way your school will continue to be a really good place to be.

Yours sincerely

Kathryn Taylor

Lead Inspector (on behalf of the inspection team)

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