

Inspection of St Joseph's RC Primary School

Lanark Road, Maida Vale, London W9 1DF

Inspection dates: 16 and 17 April 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	Not previously inspected under section 5 of the Education Act

The headteacher of this school is Ninette Fernandes-Viana. This school is part of Saint John Southworth 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, Paul Stubbings, and overseen by a board of trustees, chaired by Andrew Ndoca.

What is it like to attend this school?

St Joseph's is a nurturing and inclusive school community. It values and celebrates each and every pupil as a unique individual. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is broad and highly ambitious. This helps pupils to deepen their knowledge and understanding. Pupils approach their learning with curiosity and make excellent progress in learning the intended curriculum. They are very well prepared for the next stage of their education.

The wider curriculum provides multiple opportunities for promoting pupils' development as independent, confident and successful learners. High aspirations, centred on the school values, permeate this school. Pupils live out these aspirations through presenting in assemblies, taking part in external competitions, engaging in fundraising activities or working with a variety of charitable organisations.

Pupils' behaviour is exemplary. They are kind, responsible and respectful and demonstrate high levels of self-control. This begins in early years, where children are quick to learn and follow daily routines. As pupils get older, they increasingly take responsibility for their own behaviour and support each other's well-being. The school's values are embodied in the calm, purposeful atmosphere in all lessons and around the school. This ensures that pupils feel safe and are kept safe each day.

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

Leaders have developed an extremely rich and ambitious curriculum. In all subjects it sets out the knowledge, skills and specific vocabulary that pupils need to know, starting from early years. It is logically sequenced so that pupils revisit, practise and consolidate important concepts. This allows them to apply and connect their learning across the curriculum successfully and build a depth of knowledge and understanding. For example, in geography, children in Reception learn about their local area. Older pupils further develop this knowledge by comparing places from different continents, including alternative sources of energy in each one. Similarly, in mathematics, children in Nursery get lots of practice in important foundational concepts. For example, they regularly practise counting forwards and creating sets of colours using objects such as ice-creams. This repeated practice deepens their early understanding of numbers up to 10. As a result, children have a strong foundation to build on in Reception and Year 1.

A love of reading is evident across the school because it is given a high priority. Pupils are enthusiastic about books and enjoy both reading and being read to. All staff are well trained and deliver the phonics programme with precision. This starts from children's first days in school. Books used to teach reading are carefully matched to the sounds that pupils know. This provides the practice needed to develop fluency and confidence. Those at risk of falling behind are swiftly identified. Support through carefully planned additional teaching helps pupils to catch up and keep up with their peers.

Pupils with SEND are swiftly identified. Staff are ambitious for these pupils and ensure that they follow the same curriculum as their peers, with adaptations to teaching if needed. As a result, pupils achieve exceptionally well. They are fully included in the life of the school.

Children in early years learn routines and expectations rapidly. They move between activities seamlessly and behave impeccably. Adults support children well in developing secure social and emotional skills. Older pupils build on this positive start successfully. They are respectful of each other and articulate their thoughts and feelings exceptionally well. Pupils' exemplary attitudes ensure that everyone can learn without disruption. The school is unwavering in its efforts to maintain high attendance among its pupils.

A wide variety of enrichment activities are available. Responsibility is a key school value, and pupils are keen to take on the wealth of opportunities offered. For example, they can become members of the school council or school chaplaincy. They take these responsibilities seriously. Selection for these roles is designed to help pupils to understand the importance of democracy and prepare them for life in modern Britain. Across the school, enrichment time is used to give pupils regular opportunities to discuss and debate wider world issues. There are purposeful trips and workshops which are offered to enhance learning experiences, such as visiting the Royal Opera House and Lord's Cricket Ground. Additionally, each year, every class has the opportunity to visit and explore the local wooded area. Special events, such as celebrating families and traditions from around the world, are woven through the curriculum.

Leaders, including trustees and those responsible for local governance, have created an ambitious culture that puts pupils' learning at the centre of everything that they do. They continuously reflect on how to serve their community and build on the school's strengths. Staff take pride in working here and are highly valued. Staff well-being is a priority for leaders at all levels.

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	149488
Local authority	Westminster
Inspection number	10296679
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	259
Appropriate authority	Board of trustees
Chair of trust	Andrew Ndoca
CEO of trust	Paul Stubbings
Headteacher	Ninette Fernandes-Viana
Website	www.stjosephsschool.org.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school is part of Saint John Southworth Catholic Academy Trust. There are four other schools in the trust.
- St Joseph's RC Primary School converted to become an academy in April 2023. When its predecessor school, St Joseph's RC Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school has a Catholic ethos and is within the Diocese of Westminster. The last section 48 inspection took place in June 2023.
- The school does not use any alternative provision.

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 education provision.

- This was the first routine inspection the school received 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 all senior leaders, a number of teaching and support staff, governors, a representative from the trust and a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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 took account of the views of pupils, staff, and parents and carers, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector

His Majesty's Inspector

Sara Morgan

Ofsted Inspector

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