

St Joseph's RC Primary School

Lanark Road, Maida Vale, London, W9 1DF

Inspection dates 21 - 22 January 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils' behaviour is of a high standard. They respect each other and feel safe in school. They continuously demonstrate their pride in their school and their love of learning.
- Pupils make good progress and achieve well. By the end of Year 6 standards are well above average.
- The interim headteacher provides effective leadership and is well supported by her capable deputy. Leaders work actively with all staff to continuously improve and refine the quality of teaching.
- Relationships are good throughout the school. The warm and friendly environment promotes mutual encouragement in both pupils and staff. As a result, they are most caring and respectful of each other.
- The early years provision is good. Children settle well and make good progress in learning to read.
- Relationships with parents are strong and there is overwhelming parental approval for the quality of education provided.
- The overall quality of teaching is good. There is a strong emphasis on team working amongst staff that creates a positive atmosphere for learning. There is a shared determination to continue the improvement of the school.
- Pupils' progress is carefully tracked. This helps leaders to gain an accurate view on the quality of the school's work and forms the basis of good improvement planning.
- Governors have a good understanding of the school's performance and priorities for improvement. They are supportive of the school and confident to hold it to account.
- The school promotes spiritual, moral, social and cultural education very effectively.

It is not yet an outstanding school because

- The overall quality of teaching is not outstanding. In lessons, staff do not always check that pupils have fully understood the task.
- There are inconsistencies in the quality of the marking and not all feedback provides pupils with enough clear guidance on how to improve.
- Teachers do not always set work at the right level. of difficulty for different pupils.

Information about this inspection

- The inspectors observed 14 teachers and visited 18 lessons. The interim headteacher and deputy headteacher both joined the inspectors for a number of observations.
- They heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body and staff including senior and middle managers. A representative of the local authority was also spoken to.
- The inspectors observed the school's work and scrutinised a number of documents including: the school's records on current pupils' progress, behaviour and attendance and leaders' checks on the quality of teaching. The school improvement plan was also scrutinised.
- They also looked at documents relating to safeguarding children.
- The inspectors received 21 staff questionnaires. They also spoke informally with a number of parents as they brought their children to school.
- They received one letter from a parent and talked to one parent who requested an interview.
- The inspectors took account of the 129 responses to the on-line Ofsted Parent View survey and the school's own parental questionnaire that had 137 returns.

Inspection team

David Nebesnuick, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Matthew Klimcke	Additional inspector

Full report

Information about this school

- St Joseph's is a larger than average sized primary school serving an inner-city area of London.
- The majority of pupils are from minority ethnic groups, mostly of Any Other White heritage. The majority of pupils do not have English as a first language.
- Below average proportions of school's pupils are disabled or have special educational needs.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. This is additional government funding given to the school to support pupils eligible for free school meals and those in the care of the local authority.
- The school meets the government's current floor targets, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There is a nursery in the school and was part of the early years provision. The younger children are part time only and the older children attend all day.
- There is currently an interim headteacher. The substantive headteacher left in January 2014 and the deputy headteacher led the school until September 2014.
- The inspection was carried out in response to a complaint made to Ofsted. The complaint was deemed to be a qualifying complaint and Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the school issues that were raised. The inspectors sought to establish what the impact was of significant changes to leadership and management, including governors and also whether there were any potential budgetary concerns.

What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding by making sure that:
 - all teachers check on pupils' learning and understanding during lessons
 - marking provides each group of pupils with enough clear guidance on how to improve
 - the work set is closely matched to all pupils' abilities and that learning activities are sufficiently challenging.

Inspection judgements

The leadership and management are good

- The interim headteacher and deputy headteacher provide clear and confident leadership. Their vision for the school is widely shared by the staff, governors and parents.
- The senior leaders have secured a strong team approach to leadership and management. As a result, they and the governors continue to strive for all that is best for the pupils. Together they check school performance accurately and identify areas to improve.
- This is illustrated by improvements in the careful tracking of each pupil's progress. This informs the school's self-evaluation, which is accurate and forms the basis of good improvement planning.
- The interim headteacher has established more effective ways of checking the quality of teaching. The focus is clearly on raising the overall quality of teaching from good to outstanding through checking on teachers' performance and setting demanding targets. The staff's very positive responses in their inspection questionnaire illustrate their full support of efforts to bring further improvement.
- Senior leaders have decided that the use of additional parental finance to fund additional teachers is not desirable in the long term. Leaders have set in train a review of this funding to promote the best possible outcomes for pupils. Leaders are working closely with the local authority and diocese to examine different organisational structures.
- The school ensures that the provision for spiritual, moral, social and cultural education is very strong. The school's ethos puts the overall development of the pupil at the very heart of its culture. The pupils have an exceptionally strong spiritual base and are very able to recognise right from wrong. They are given many opportunities to explore their relationships with other cultures. As a result the pupils are tolerant, cooperative and very well rounded individuals.
- The school makes full use of its proximity to London. A wide range of creative learning opportunities, including visits to theatres, museums and local areas of interest such as London Zoo and Little Venice. Visitors to the school include theatre companies for the Romans and Vikings topic work. Three residential trips enable the pupils to learn and live together. The pupils are well prepared for life in modern Britain.
- Middle leaders, including those in charge of subjects, make a significant contribution to the development of other staff and hence, the school. They are leading changes to further improve achievement in English, mathematics and the creative curriculum.
- The use of the pupil premium funding is carefully monitored so that it is successfully focused on promoting the achievement of disadvantaged pupils. Booster classes, led by teachers, are held every day to improve pupils' progress particularly in writing and mathematics.
- The additional government funding for sports and physical education is used well. The school employs an outside specialist to coach the teachers to lead their own programmes of sport and to fund entry into the Tri-borough sporting activities.
- Careful support is given to disabled pupils and those with special educational needs to promote their good progress. This shows the school's determination to eliminate discrimination and promote equal opportunities.
- Safeguarding arrangements meet statutory requirements. Effective procedures are in place and known to all staff, they ensure that all members of the school prioritise the safety of the pupils.
- The local authority has worked closely with the school to support and challenge the school through recent changes in senior leadership, as has the diocese.
- Parents and carers strongly approve of the quality of education that is provided for their children.
- **The governance of the school:**
 - The effective governing body provides clear direction to the work of the school.
 - It holds the senior leaders to account in a challenging but supportive manner by asking probing questions about pupils' achievement and how it compares with that seen nationally. Governors carefully monitor the quality of teaching and its impact on achievement.
 - The governing body keeps a close eye on the performance of teachers and rewards success in return for clearly defined targets and responsibilities. Their involvement underpins the school's strong capacity for further improvement.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils like the school and are friendly and confident with each other and with adults.
- Pupils have good attitudes to learning. They work well together and enjoy discussing their learning.
- They behave well around the school. This view is supported by staff, parents and carers, and pupils. The Key Stage 2 playground is rather small for the number of pupils and at times the pupils confirm that behaviour can become a little boisterous, but it is well managed.
- Pupils love to take on responsibility, for example, Year 6 pupils provide support for younger pupils and this enables those pupils to fully develop as individuals within a positive learning environment.
- Pupils are courteous and respectful to each other and towards visitors and show pride in their school. The pupils, parents and carers also expressed appreciation of the kindly relationships that pupils share with all staff. These are further seen in the pupils' evident enjoyment of school and in their continuing above average attendance.
- Pupils come from a wide range of different cultural backgrounds and, because of the school's inclusive ethos; they very quickly settle into the school and work well together.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe at school and all parents responding to the Parent View questionnaire agree. Staff create a caring and supportive environment within which pupils are well looked after.
- Pupils are taught about how to keep themselves safe, including when using the internet. Pupils have developed a good understanding of possible dangers.
- Pupils know about the different forms of bullying can take, for example cyber-bullying, and know how to keep safe. They confidently say, 'we feel very safe at school'. Discussions with pupils and observations of pupils' responses in lessons show that pupils have a 'voice' and are not afraid of expressing their fears and concerns.

The quality of teaching is good

- Teaching is almost always good and sometimes outstanding. Pupils show a real thirst for learning because they say learning is fun and they really enjoy it.
- The large majority of parents and carers are very happy with the quality of teaching at the school and believe that their children are making good progress. Pupils confirm that the thing they most like about the school is the teachers and the interest that they show in their progress.
- Most teachers have high expectations of the progress pupils are capable of making. Pupils strive to meet these expectations, initially to please their teachers and, as they get older, to meet the high expectations they hold for themselves.
- Some teachers make regular and accurate checks on pupils' understanding in lessons but this is not always the case. As a result, a few pupils do not make the progress that they could.
- In the main, marking is thorough and usually gives pupils clear guidance on how to improve the content of their writing. However, there are still some inconsistencies in the quality of marking and not all feedback provides pupils with enough clear guidance on how to improve.
- Although most lessons are planned carefully and teachers use their subject knowledge well, at times the tasks are not matched closely enough to the abilities of pupils.
- Recently, team teaching was introduced and this is working effectively. Teachers and other adults work well together and create a positive atmosphere for learning. All staff share a common goal to provide the best possible learning experience for the pupils.
- The teaching of reading, writing and mathematics is effective. The impact of this good teaching is that all pupils by the end of Year 6 have made good progress in these areas.
- In lessons, there is usually a quiet, industrious atmosphere and pupils work together well. They help one another by sharing ideas and information and constantly try to do their best.
- Teachers provide good opportunities for pupils to talk and listen to one another in lessons and this helps them to learn to value each other's ideas and opinions.

The achievement of pupils is good

- Pupils enter Year 1 with a good range of skills. They are ready and enthusiastic to develop their knowledge and understanding further and the pupils take full advantage of the opportunities they are offered. They make good progress across Years 1 to 6.
- Pupils from all ethnic backgrounds achieve equally well.
- In the most recent test results, the proportion of pupils reaching the higher level at the end of Year 2 was above average. Writing and mathematics standards for most pupils are well above the national expectation.
- Standards by the end of Year 6 are well above the national average and pupils are very well prepared for the next stage of their education.
- Progress through Key Stage 2 is very similar with a large number of pupils exceeding expectations. Overall pupils make at least good progress, particularly in mathematics.
- The most able pupils do very well in both key stages. By the end of Year 6, an above average number of pupils achieve at the highest level in reading, writing and mathematics, with mathematics being particularly strong.
- Phonics skills (linking letters and sounds) are well taught in Year 1 and in the last phonics check, the attainment of the pupils was well above the national expectation.
- Attainment and progress in reading and writing are high because the majority of teachers have high expectations of the pupils and plan interesting tasks to inspire and motivate them. For example, one class was highly involved in developing their ideas about the importance of the clauses of Magna Carta and identifying their relevance to modern day Britain.
- Disadvantaged pupils in the school achieve at least as well as their non-disadvantaged counterparts nationally. Within the school disadvantaged pupils' attainment is below that of the other pupils. In terms of closing the progress gap, nationally, disadvantaged pupils in both mathematics and reading slightly outperform others, having successfully improved in recent years. In writing the pupils are one term behind and are not yet making up this gap. Compared to other pupils in the school, in mathematics and writing they are three terms behind and improving, in reading, two terms behind and improving, a positive picture.
- Pupils with English as an additional language perform better than other pupils at the school.
- Disabled pupils and those with special educational needs are well supported at St Josephs and make similar progress to the other pupils. They achieve well.

The early years provision is good

- The school has a Nursery class on site. Good induction procedures enable the children to settle quickly and to make good progress during their time in the nursery.
- On entry to the Reception class, children's starting points are typical for their age. They make good or better progress throughout the early years, particularly in reading and writing. The current children are making good progress in mathematics. This has been the pattern for a number of years.
- The quality of teaching is good because the teachers have good subject knowledge. They are particularly good at skilful questioning that challenges the children to think and to reflect. They ensure that there are a wide variety of activities to develop the skills of each child.
- The children quickly develop positive attitudes to learning. They are enthusiastic, cooperative and want to do well. The majority have a thirst for learning and have this from early in the Nursery because of the quality of the learning experience they receive. They show a strong focus for completing tasks and for sharing their enthusiasm with others.
- The children's behaviour is good; they enjoy their learning and show considerable willingness to share toys, to role play together and to listen to each other's ideas.
- With the support of senior leaders, the provision is well led and as a result has a positive impact on the children's progress.
- There are very good outdoor facilities that are well used by the Nursery and Reception classes.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101133
Local authority	Westminster
Inspection number	452841

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Father Allen Morris
Headteacher	Louise Fleming
Date of previous school inspection	11 June 2008
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