

St Joseph's Catholic Primary School

Rosebank, West Street, Epsom, Surrey KT18 7RT

Inspection dates

14–22 November 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Outstanding leadership has driven the improvement of all aspects of the school and ensures that high standards are maintained. Leaders, including governors, are ambitious for all members of the school's community.
- Highly motivated, effective and committed teachers and teaching assistants are determined that pupils will achieve well. High expectations and outstanding teaching ensure that pupils enjoy learning, mix together well and take pride in their work.
- All pupils make consistently strong progress in all aspects of their learning across the curriculum. Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities are well supported and challenged to ensure that they achieve their ambitious targets.
- The curriculum is enriched with opportunities for pupils to engage in a wide range of activities. The interesting and exciting extra-curricular activities, offered at lunchtimes and at the end of each school day, further support pupils' well-being and outcomes.
- The early years team provides a stimulating environment which motivates and engages children. Children make excellent progress and are well equipped with the skills and knowledge they require when they begin key stage 1.
- Pupils are confident, sociable and appreciative of their education. They are caring and respectful towards each other. The strong, positive, Catholic ethos of the school permeates all of its work.
- Safeguarding processes are well established and effective. Pupils can safely assess risks in the local community and feel safe within school.
- Parents hold the school in extremely high regard. The volume of written and verbal praise received by the inspection team about the school was exceptionally high.
- As a new teaching school, St Joseph's Primary is beginning to share good practice in the teaching of mathematics and phonics with other settings. Focused development of its early years provision has the potential to enhance this dissemination further.

Full report

What does the school need to do to improve further?

- Further develop the high quality of teaching in early years, so that it can be shared more widely as part of the school's role as a teaching school.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and the deputy headteacher are ambitious for every pupil and every member of staff at St Joseph's Catholic Primary School. They have created a culture that encourages staff and pupils to have high expectations of themselves and of each other. The school's supportive and happy environment ensures that these expectations are met. As a new teaching school, the experience and skills of its staff are being shared more widely to benefit others, albeit with scope for the early years team to play a greater role.
- All members of the senior leadership team have a thorough and comprehensive knowledge of the school. They carefully interpret all aspects of pupils' assessment information, and strive relentlessly for further improvement and better outcomes. Senior leaders and teachers know individual pupils and build strong partnerships with families to ensure that all pupils, and groups of pupils, achieve as well as they can.
- Pupil premium funding is spent well, enabling disadvantaged pupils to be provided with the same advantages and opportunities as other pupils. Pupils' well-being is at the heart of how the school spends this funding, and pupils appreciate their access to the many clubs, trips and support systems. Outcomes for disadvantaged pupils are the same as, or better than, those of other pupils.
- Senior and middle leaders work closely with teachers and support staff to ensure that the quality of teaching is at the highest possible level. At the previous inspection, the school was asked to increase the impact of middle leadership on raising pupils' achievement across the school, so that swift action was taken where there was underperformance. This has been thoroughly addressed and pupils now achieve exceptionally well across the school.
- Parents are overwhelmingly positive about St Joseph's and praise every aspect of the school. The vast number of positive comments from parents, and the many verbal commendations of the school's work, can be summed up by one parent who stated, 'a fantastic, well-run school with a happy family atmosphere'.
- Pupils' spiritual, moral, social and cultural development is a strength, in this highly effective school. Pupils can talk in detail about their beliefs and the strong Catholic ethos of the school. Through learning about other faiths and religions, pupils' strong cultural understanding is further enhanced. The arts and music play an important role within the life of the school. The engagement and vocal ability of the school's choir, as they rehearsed for an upcoming performance, exemplified pupils' dedication to pursuing a wide range of opportunities.
- Pupils believe that the school's motto, 'Work hard, play well and make other people happy', supports them in every aspect of their school life. All pupils contribute positively to the wider life of the school and the local community. Through this rich experience and learning, pupils are well prepared for life in modern Britain.
- Leaders responsible for the provision for pupils who have SEN and/or disabilities ensure that additional funding is spent purposefully and effectively to improve the support for this group of pupils. As a result of leaders' effective work with other professionals and

parents, pupils who have SEN and/or disabilities are making significant progress and are fully included within the school.

- The physical education and sport premium is well spent across the school to enhance the provision of physical education within the curriculum. The increase in the number of pupils taking part in sporting competitions is testament to the school's dedication to preparing pupils for secondary school and developing a 'competitive edge'. Governors monitor this spending and ensure that all pupils benefit.
- The well-planned curriculum weaves the teaching and learning of English and mathematical skills across the curriculum, and provides pupils with contextualised learning. For example, in science books, pupils show high-level reasoning skills in the graphs and charts they have drawn to record the results of investigations. At the end of the school day, the school remains a vibrant and exciting place to be, as many pupils attend the 40-plus after-school clubs provided by the school. The clubs are of high quality and range from learning cross-stitch to Mandarin. These clubs enable pupils to further develop their knowledge and skills in a relaxed and fun environment.

Governance of the school

- The governors are committed to, ambitious for, and rightfully proud of their school. Governance is extremely effective and the governing body is focused on the school's continuing improvement. Governors know the school well because they visit often and receive detailed reports from a variety of staff with leadership responsibilities. They provide effective support and challenge to leaders and staff.
- The governors ensure that the school's resources are used effectively. Governors have a detailed knowledge of how well additional funding is used to promote the achievement of disadvantaged pupils and those who have SEN and/or disabilities. They scrutinise the impact of this spending closely, and minutes of governing body meetings show well-informed challenge from governors regarding the outcomes of different groups of pupils.
- Governors have a very clear understanding of pupils' performance in comparison with national standards and, while they recognise that outcomes are well above national averages, they are not complacent. There is a shared, compelling ambition to continue to provide the excellent quality of education and to improve further pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding is a high priority among governors and all staff. Leaders and governors have ensured that all staff have received appropriate training and fully understand the need for the timely sharing of all concerns about pupils' well-being.
- The designated safeguarding leaders have developed a robust system of information sharing which ensures that concerns are addressed and closely monitored. The leader of 'ethos and well-being' is vigilant in following up any referrals that are made, both internally and those to outside agencies. As a result, appropriate support is put in place for pupils and their families.

- The culture of the school is caring and supportive and puts pupils' safety at the centre of all it does. Leaders ensure that pupils understand their own responsibility for keeping themselves safe. For example, internet safety is given a high priority in the curriculum, and pupils are able to explain clearly how to keep themselves safe online.

Quality of teaching, learning and assessment

Outstanding

- Teachers work extremely hard to ensure that pupils enjoy their learning and broaden their knowledge of life beyond their own community. Teachers plan work that brings the curriculum to life and develops pupils' interest and curiosity. For example, in geography, learning is strongly linked to a residential visit.
- Teachers' consistent use of the new marking policy results in pupils knowing exactly what is expected of them in each lesson and motivates them to improve. As one pupil said, 'I like the learning. The teachers always challenge us to make the best of our abilities.' Teachers provide pupils with appropriate challenge and often refine tasks and activities during the lesson.
- Teachers have strong subject knowledge, which is evident across the whole curriculum. This enables them to use probing questions skilfully to elicit pupils' understanding, and extend and deepen their thinking. Pupils have opportunities to discuss their learning and are expected to apply their knowledge and skills in different contexts.
- At the previous inspection, teachers were asked to accelerate pupils' progress in mathematics. The teaching of mathematics across the school is consistently strong and pupils achieve highly. Pupils are encouraged to explain their reasoning and show how they have solved problems. As a result, learning is deep and progress is good. Pupils are able to apply their mathematical knowledge in different situations to support them in solving problems. Pupils are encouraged to evaluate their own learning in mathematics. Consequently, they know how they are doing and what they need to improve.
- Relationships are exceptionally positive between adults and pupils. Teaching assistants are well trained and provide a high level of support for all pupils. This enables all pupils to take part in challenging activities, learn well and experience success. There is evidence of rapid progress where interventions are targeted to ensure that any pupils who have fallen behind catch up.
- Pupils' love of learning is nurtured with skill and care. They talk excitedly about their learning and produce extremely well-presented work of high quality. They take great pride in their work and their books. Writing is a particular strength across the curriculum. Many key stage 1 pupils are writing independently at a standard much higher than that expected for their age group.
- Pupils read widely and enjoy reading. Reading is taught well from the time pupils start school. Pupils use a range of strategies to support their reading and comprehension, and the impact of high-quality phonics teaching was evident when listening to younger pupils read.
- Leaders and staff have the same high expectations for the quality of work that pupils should produce in all subjects. Music is very well developed across the school, and

pupils are enthusiastic and skilful in lessons and extra-curricular clubs. Art is a strength and pupils' sketch books show strong progress in the development of creative skills.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Parents made many positive comments regarding the caring nature of the school, for example, 'Pastoral care is outstanding and any concerns or worries, rarely encountered, have been dealt with swiftly and with compassion.'
- Pupils' welfare is one of the main priorities of the school. Leaders work effectively with other agencies, including the local authority and social care, when they identify any pupils that may be at risk. Vulnerable pupils and those who have highly complex needs are actively included in the school's wider activities, and are looked after with great care and attention.
- Pupils are taught how to keep themselves safe in school and in their local community. Parents and pupils are clear that the school is a safe place. They say that bullying is extremely rare, but when concerns arise, they are dealt with sensitively.

Behaviour

- The behaviour of pupils is outstanding. Pupils work well together and respond well to adults during lessons, and around the school.
- Attendance is above that seen nationally. The school works closely with pupils and families where attendance is lower and, in many cases, this has had a positive effect.
- Pupils are positive and interested in their learning and demonstrate a remarkable degree of self-discipline. They focus on their work and are polite and respectful towards others.
- The number of incidents of poor behaviour is exceptionally low. When inappropriate behaviour occurs, the leadership team takes swift and appropriate action. There are very few repeated incidents.
- Pupils look after each other and demonstrate very high levels of care and friendship. They relish the responsibilities given to them and they play well together.

Outcomes for pupils

Outstanding

- Pupils' achievement is outstanding. This includes outcomes for those who are disadvantaged. Assessment results at the end of key stage 1 have been above average in the past and remain so according to provisional outcomes for 2017. By the time pupils leave the school at the end of Year 6, their attainment and progress in writing, reading and mathematics are above the national average at both the expected and higher standards.

- Outcomes are outstanding in all year groups, for both attainment and progress in learning, including for the most able pupils. The school's own assessment information confirms this and it is also evident in the work in pupils' books across the curriculum.
- Pupils who have SEN and/or disabilities make rapid progress. This progress is a result of the special educational needs coordinator's regular and effective review of the support that they receive. The development opportunities and training offered to teaching assistants ensure that they are well equipped to meet and support a range of learning needs.
- There is little difference in the achievement of boys and girls across the school. Where differences do occur, they are quickly identified through the school's assessment strategies and rigorously targeted by senior leaders and teachers.
- Pupils achieve exceptionally well in the phonics screening check at the end of Year 1, and the school is rightly proud that the proportion of pupils achieving the expected standard in phonics remains in the top 3% of all pupils nationally. This is due to high-quality phonics teaching and the detailed and effective targeting of pupils for specific interventions.

Early years provision

Outstanding

- Children make excellent progress in early years. They begin school with skill levels typical for their age. Many children speak English as an additional language. By the time they enter key stage 1, the proportion of children achieving a good level of development is above the national average. Consequently, they are well prepared for the next stage in their education.
- Historical and current evidence shows that the early years team actively engages all parents to support their children's learning both at home and in school. Parents talk very positively about their children's start to school and the information they receive from staff. Relationships with parents and carers are very strong.
- The classrooms provide a stimulating and challenging environment. For example, the mystery provided by the dinosaurs' footprints that appeared overnight enthused the children and provided a context for their learning. Staff ask questions that challenge the children to explain their thinking and that maintain their enthusiasm.
- Staff model high expectations and are vigilant in ensuring children's safety and well-being. The children demonstrate very strong learning behaviours. They are exceptionally caring towards each other and their environment.
- Phonics teaching in early years is strong and teaching is skilfully matched to children's needs. Activities in these sessions encourage the repetition of sounds and consolidate children's learning successfully. Adults provide appropriate challenge for the most able children in the setting.
- The early years team has a very accurate picture of the strengths and weaknesses of the provision. Teaching is of high quality and meets children's needs very well. However, leaders have identified opportunities to hone teaching even further. The newest members of the team are keen to undertake additional training so that they can play an active role in sharing their practice as part of the school's teaching school status.

- Assessment is accurate and is based on a careful selection of high-quality evidence from across the early years curriculum. Teachers and other adults make skilful use of this information in their planning to support children’s progress towards, and beyond, the early learning goals.

School details

Unique reference number	125205
Local authority	Surrey
Inspection number	10036879

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	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Ray Henry
Headteacher	Theresa Kenefick
Telephone number	01372 727850
Website	www.stjosephs-epsom.surrey.sch.uk
Email address	head@stjosephs-epsom.surrey.sch.uk
Date of previous inspection	3–4 July 2013

Information about this school

- The school is larger than the average-sized primary school.
- The school has recently been designated a teaching school and provides formal support to other schools. The headteacher is a national leader of education.
- The proportion of pupils who have SEN and/or disabilities is below average. The proportion who have an education, health and care plan or a statement of special educational needs is below average.
- The number of pupils from minority ethnic groups is above the national average and the proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils supported by pupil premium funding is below the national average.

- The school met the government's current floor standards in 2017, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- This inspection was carried out over three days. It began as a section 8 short inspection, carried out by one inspector. In order to gather further evidence, the lead inspector converted it to a section 5 inspection. On the second and third days, a different lead inspector completed the inspection, supported by two further Ofsted inspectors.
- Inspectors observed lessons throughout the school, jointly with members of the senior leadership team. Inspectors also visited after-school club and choir rehearsals and observed pupils at play.
- Inspectors listened to pupils read and met with groups of pupils to take account of their views.
- Meetings were held with the senior leadership team, and with four members of the governing body. Inspectors spoke to a representative of the local authority, and a representative of the diocese.
- A range of documents were scrutinised, including: the school’s own information about pupils’ learning and progress; planning and monitoring documents; minutes of governing body meetings; the school’s development plan; records relating to behaviour and attendance; and safeguarding information.
- Inspectors met with middle leaders and looked at a range of pupils’ workbooks.
- Inspectors took account of 27 responses to the staff survey, 103 responses to the pupil survey and 221 responses to the Ofsted’s online questionnaire for parents, Parent View, including 210 free-text comments. They also met informally with parents.

Inspection team

Tracy Good, lead inspector	Ofsted Inspector
Kevin Parfoot	Ofsted Inspector
Simon Francis	Ofsted Inspector
Lea Hannam, lead inspector	Ofsted Inspector

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