

# St Joseph's RC Primary School

## Inspection report

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<b>Unique reference number</b>	100496
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	376407
<b>Inspection dates</b>	24–25 April 2012
<b>Lead inspector</b>	David Shepherd

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>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Stuart Wilson
<b>Headteacher</b>	Anne Spragg
<b>Date of previous school inspection</b>	22 January 2008
<b>School address</b>	Cadogan Street London SW3 2QT
<b>Telephone number</b>	020 7589 2438
<b>Email address</b>	info@stjosephs.rbkc.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	24–25 April 2012
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## Introduction

Inspection team

David Shepherd

Additional inspector

Sarah McDermott

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in sixteen lessons led by seven different teachers. Meetings were held with the senior staff, five groups of pupils and three members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at safeguarding documentation and the school's analysis of its data on pupils' achievement. Questionnaires from 133 parents and carers, 24 staff and 108 pupils were received and analysed.

## Information about the school

This school is an average-sized primary school. A minority of pupils (the largest ethnic group) are from a Portuguese heritage, with very small minorities from White British, Black African and any other White heritages. A large majority of pupils speak English as an additional language. An average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported by school action plus and with a statement of special educational needs is average. A few pupils have behavioural difficulties. The Early Years Foundation Stage consists of one Reception class and one Nursery class. Seven teachers have joined the school since the previous inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has gained Healthy School status and a Sing Up Gold award.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Relationships between adults and pupils are good, and pupils get on well together. The school is not yet good because progress overall, particularly in writing, is no more than satisfactory, and school leaders are not ensuring that the quality of teaching is consistently good or better. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Attainment in reading, writing and mathematics is broadly average. Progress is quicker in reading and mathematics than in writing, and is satisfactory overall. Progress in writing is not good because pupils are not provided with enough opportunities to develop their writing skills across the curriculum.
- Teaching varies too much in quality. Much is good and some outstanding, and fully engages and motivates pupils to learn. In these lessons, teachers' expectations of what pupils can achieve are high. However, some teaching proceeds at a slow pace and teachers do not always know what pupils have learnt by checking their understanding in lessons. Pupils do not always know what to do next to improve, and this makes teaching satisfactory and not good.
- Pupils' behaviour and safety are good. Pupils have positive attitudes to learning. Parents, carers, pupils and staff are positive about behaviour. Pupils' considerate behaviour contributes to a safe and orderly environment. Pupils feel safe because they are looked after well.
- Monitoring and evaluation of teaching are carried out accurately and school performance is managed satisfactorily. The headteacher, effectively supported by the deputy headteacher, has successfully brought about sustained improvements since the previous inspection in spite of many changes of staff. The school development plan and subject action plans identify priorities correctly, but give limited detail on the measurable impact that should result.

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

In order to become good, the school should implement the following actions.

- By July 2013, raise achievement in writing from satisfactory to good by providing pupils with more opportunities to consolidate and extend their writing skills across the curriculum.
- By December 2012, improve the quality of teaching to good or better by ensuring that all teachers consistently:
  - increase the pace of learning
  - check on pupils' understanding during lessons
  - indicate to pupils the next steps in their learning in marking and provide them with opportunities to act on the guidance given.
- Improve leadership and management by:
  - extending the training of senior and middle leaders in the techniques of monitoring and evaluation
  - ensuring that weaknesses identified in monitoring are corrected effectively
  - devising and implementing plans that lead to improvements in clearly defined measurable outcomes for pupils.

## Main report

### Achievement of pupils

Children start school with skills that are below those expected for their age. By the end of the Early Years Foundation Stage, most make good progress and reach broadly average standards in all areas of learning. Progress is quickest in personal development and slowest in the development of writing skills, particularly where children are learning English for the first time. Pupils, including disabled pupils and those with special educational needs, make satisfactory progress throughout Key Stages 1 and 2, although attainment has risen in reading, writing and mathematics since the previous inspection, when standards were much lower. However, progress in writing is slower than in reading and mathematics. Attainment varies each year depending on the cohort but, by the end of Year 6, pupils' attainment is broadly average as evidenced by test results and school data, as well as by standards seen by inspectors in lessons and pupils' books. Over the past three years, pupils who speak English as an additional language, those from minority ethnic groups and those who are known to be eligible for free school meals have made similar progress to that achieved by other pupils nationally. Both boys and girls achieve satisfactorily. In some classes, a few pupils lag behind their peers nationally, but the gap is narrowing because of the additional teaching for these pupils provided by the school. The majority of pupils read confidently for their ages. By the end of Years 2 and 6, pupils' attainment in reading is broadly average. Most pupils in the Early Years Foundation Stage and Key Stage 1 have a secure understanding of how to sound out and sub-divide unfamiliar words. In discussions, pupils reported that the school helps

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them develop their reading well, although they say they do get stuck sometimes on new words. Disabled pupils and those who have special educational needs make satisfactory progress overall, although some of these pupils struggle with sounding out letters and sections of unfamiliar words in Key Stage 2. Those who speak English as an additional language generally achieve at similar levels to their peers in reading and access the full curriculum confidently.

Most parents and carers are positive about how well the school develops their children's skills in reading, writing and mathematics, but inspectors do not fully endorse their views. Progress slows when pupils are unclear about what they are learning next. Some Year 5 pupils did not make rapid progress in writing because they did not fully understand what they were learning in a lesson showing how speech is used to indicate relationships between characters. In a Year 1 lesson, pupils used their teacher's words and ideas when writing about a fantasy setting instead of developing their own, and this slowed down the pace of their learning.

### **Quality of teaching**

Evidence from pupils' questionnaires and discussions with pupils indicate that most regard teaching as good. Parents and carers are equally positive about the quality of teaching. Inspectors found evidence of good teaching, but this was not consistent in all classes. Teachers' planning consistently indicates the main focus of learning and includes activities that are pitched at the different levels of ability because of improved assessment procedures, and this helps pupils make satisfactory progress. However, teachers sometimes talk for too long during the introductions to lessons and some pupils find it difficult to concentrate for such long periods, and this slows progress. On occasions, teachers do not always know how much pupils are learning during lessons, especially during whole-class sessions, and mistakes are sometimes not corrected quickly enough to enable pupils to make faster progress. Marking is encouraging but does not consistently provide guidance about how to improve, and not enough opportunities are provided for pupils to respond to suggestions made in marking.

In the best lessons, teachers enthuse and motivate pupils in their learning. For example, pupils in Year 2 were extremely keen to respond to their teacher's probing questions about the value of numbers when placed in different columns. This practical activity engaged pupils' attention and secured their commitment to work hard at their calculations. This helped their learning of place value and raised the standard of number work.

The curriculum is planned to enable teaching to develop pupils' basic skills. The teaching of reading is stronger in the Early Years Foundation Stage and Key Stage 1 than in Key Stage 2. This is because a programme of systematic phonics (the sounds that letters make) is taught to the younger classes and this helps them tackle unfamiliar words. Some pupils, especially disabled pupils and those with special educational needs, continue to need help in Key Stage 2 because they do not always have the skills to help them work out new words for themselves. The individual

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support they receive enables them to continue to enhance their reading skills. The teaching of writing is satisfactory and not good because pupils, including disabled pupils and those with special educational needs, do not consistently have opportunities to write for different purposes in subjects such as geography, history and science.

Teaching promotes good spiritual, moral, social and cultural development. The teaching of values, such as respect, taking on responsibilities and resourcefulness, is particularly strong and promotes pupils' spiritual, moral and social development well.

### **Behaviour and safety of pupils**

Good relationships promote pupils' positive attitudes to school and their willingness to make valuable contributions around the school, and within the local and wider communities, such as by raising funds for charities at home and abroad. Pupils respond promptly to their teachers in lessons and work cooperatively with each other. They are prepared effectively for learning and present their work neatly with due care and attention. Discussions with pupils indicate that they, including those with identified behavioural difficulties, are aware of the school's strategies for managing and improving behaviour, and think the strategies are appropriate and carried out fairly by staff. They are successful in conforming to them.

In replies to their questionnaires, most parents, carers and staff, and a large majority of pupils were very positive about behaviour. Although a very small minority of pupils and parents and carers commented that behaviour is not always good, inspection evidence confirmed that any inappropriate behaviour and all types of bullying, mainly name calling, are dealt with quickly and effectively by the school.

In replies to their questionnaire, most pupils indicated they feel safe. Nearly all parents and carers indicated that their children are safe. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, around water and in the event of fire. They also have a good understanding of internet safety. Attendance has risen sharply during the past year and is now average.

### **Leadership and management**

Leaders at all levels are clearly focused on improvement and incorporate the right areas for development into plans of action. Planning does not always define the success criteria needed to evaluate the expected impact on learning. However, monitoring and evaluation of school performance are having a positive impact on achievement and the quality of education provided. Sustained improvements have been effected since the previous inspection in raising attendance, reducing exclusions, narrowing the gap in learning for pupils falling behind their peers, and in the use of assessment information in teachers' planning. All these improvements indicate the school has a satisfactory capacity to sustain further improvement. An extensive programme of professional development of staff, including the

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performance management of staff, is contributing effectively to school improvement, although some senior staff and middle leaders do not have secure expertise in the techniques of monitoring and evaluation, and do not always check if weaknesses in teaching have been corrected.

The curriculum is planned systematically and includes all subjects, some of which are linked together under topics, and meets pupils' needs satisfactorily. A strength of the curriculum is the provision of music, which is enriched by a range of visits to places of interest and visitors to school. The wide range of learning opportunities provided is helpful in supporting pupils' spiritual, moral, social and cultural development. However, overall, topics in geography, history and science are not always taught in sufficient detail for pupils to gain a deep enough understanding.

The governing body is keen, enthusiastic and shows high levels of commitment to the school. It provides a satisfactory level of challenge and has supported the school conscientiously during the recent school building programme and the seven staff changes since the previous inspection. Safeguarding procedures comply with statutory requirements.

The school promotes equality of opportunity for all groups of pupils and tackles discrimination effectively so that all groups achieve satisfactorily. Provision is allocated effectively to pupils whose circumstances have made them vulnerable and there are examples of some of these pupils making good progress.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 April 2012

Dear Pupils

### **Inspection of St Joseph's RC Primary School, London SW3 2QT**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a satisfactory school where adults work hard to prepare you for the future. The progress you make in lessons is satisfactory. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel safe and work in a calm, colourful and stimulating environment.
- You like your teachers and teaching assistants and try your best to please them.
- You are well mannered and courteous to each other and adults.
- You are enthusiastic about all the different activities provided for you. You particularly like music lessons when you make music.
- You enjoy reading and talking about books and stories you have read.

We have asked your headteacher, teachers and the governing body to do three things to make your school even better.

- Provide you with more opportunities to write in topic work and science.
- Make the introductions to lessons shorter, check on the work you are doing when working independently, and tell you what you need to do next with time to improve your work.
- Make sure that the plans that the school has to help you learn in different subjects are working well.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd  
Lead inspector

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