

St Joseph's Catholic Primary School

Dobbin Close, Belmont Circle, Harrow, HA3 7LP

Inspection dates

12—13 December 2012

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The school is very strongly led and managed. The headteacher, leaders and governors make sure that very effective systems are in place to ensure that all groups of pupils make outstanding progress.
- Pupils make excellent progress and achieve very well in both English and mathematics. The number of pupils making progress above national levels is very high. Reading is a very strong feature of the school and allows all pupils to make rapid progress across all subjects.
- Outstanding teaching makes certain that all pupils learn very well. Teaching is very carefully planned and delivered to meet all pupils' needs. This results in pupils' engagement and enjoyment of their learning.
- Behaviour is outstanding. Pupils are completely involved in their learning and enjoy being at school. They feel very safe and feel well looked after. They are always polite and respectful of each other.
- Social, moral, spiritual and cultural development is very strongly promoted. Pupils have many opportunities to increase their social skills, to develop an awareness of moral issues and to explore different cultures. Spiritual growth is enriched through a wide range of activities.
- The marking of the pupils' work is mostly very thorough but occasionally they are not given quite as much guidance on how to improve their work and on how to move on to the next stages of their learning.

Information about this inspection

- Inspectors observed 25 lessons, of which six were joint observations with the headteacher and the deputy headteacher. They also observed registration, the breakfast and after-school clubs and the Key Stage 1 Christmas play.
- Meetings were held with staff, pupils and representatives of the governing body and the local authority.
- Inspectors listened to a range of pupils reading.
- Inspectors took into account the 59 responses to the online questionnaire (Parent View), additional letters from parents and carers, the views of parents and carers informally at the start of the school day, 13 staff questionnaires and a scrutiny of governors' and pupils' questionnaires provided by the school.

Inspection team

Michael Merva, Lead inspector	Additional inspector
Juliet Ward	Additional inspector
Patricia Underwood	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Pupils come from a range of ethnic groups, the largest of which is White British.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is below average.
- An average proportion of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium funding, additional funding provided by the government, is below average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast and after-school club each weekday. There is no alternative provision at the school.
- There is a nursery and a children's centre on site which are not managed directly by the governing body and are subject to a separate inspection.

What does the school need to do to improve further?

- Ensure that all marking is of equally high quality so that pupils are very clear about what they need to do to achieve the next level of success.

Inspection judgements

The achievement of pupils is outstanding

- All groups of pupils, including those of White British heritage and those who speak English as an additional language, make outstanding progress over time. By the end of Year 6, standards in reading, writing and mathematics are above average. For example, in a Year 5 English lesson pupils were writing persuasively and discussing their findings very well together. As a result of excellent questioning by the teacher and pupils' very effective assessment of their own work, they made outstanding progress.
- In the Early Years Foundation Stage children start with levels that are generally below those expected for their age, especially in communication and language development, and make excellent progress in developing their skills. For example, in a Reception lesson, children were confidently talking, sharing and helping each other as a result of a very well-planned outdoor activity which enabled all pupils to make rapid progress. By the end of Reception, children achieve above national expectations in all areas of learning.
- By the end of Year 2, achievement in English and mathematics is well above national figures. The school's current assessment and tracking data indicate that excellent progress is sustained in English and mathematics in the current year.
- Disabled pupils and those with special educational needs make outstanding progress because of the specialist support and excellent resources made available in lessons for these pupils. For example, in a Year 2 lesson, pupils worked well with focused adult support which stimulated excellent pupil discussion. As a result of skilful guidance and planning they made outstanding progress.
- Pupils supported by the pupil premium make outstanding progress as a result of well-focused support through effective planning and the use of additional adults.
- Standards in reading by the end of Years 2 and 6 are above average as a result of a well-organised reading programme across the school. Letters and sounds are taught very well and result in pupils using these strategies excellently when reading. Pupils are confident and fluent readers. Older pupils engage in challenging reading material and younger pupils have very powerful skills to enable them to access sophisticated words.

The quality of teaching is outstanding

- The quality of teaching is outstanding over time and has resulted in fast progress and high standards. Lessons observed during the inspection were of outstanding quality.
- Pupils are given opportunities to engage with each other to express their knowledge, often at a very advanced level. For example, In a Year 6 religious education lesson a strong planning structure and engaging resources gave pupils the opportunity to reflect and discuss the idea of rules using the Ten Commandments as a basis. This allowed them to engage both individually and in groups using high-level communication skills in a discussion about a wide range of social and moral issues.
- Work is well matched to the range of pupils' needs and the level of challenge is high. This allows pupils to make much better than expected progress.
- Time is well used in lessons. Activities are well structured to ensure pace is brisk. This also allows for regular opportunities for the checking and reviewing of understanding.
- Most of the feedback given to pupils is of high quality, and opportunities for pupils to check each other's work are carefully woven into lessons. However, sometimes the next steps of learning are not always made as clear as they could be.
- Additional adults are very well used to provide effective support. They feature clearly in planning and make a very focused contribution to pupils' learning. They have received excellent training

to enhance their skills. In a Year 5 literacy lesson, support provided for a newly arrived pupil with special educational needs allowed for excellent progress to be made.

- Dedicated support from additional adults in lessons has enabled those pupils eligible for pupil premium to make significant progress.

The behaviour and safety of pupils are outstanding

- Pupils are very happy at school and display excellent attitudes to learning. Clear codes of conduct are fully understood by all pupils and result in outstanding behaviour and attitudes towards learning.
- Behaviour is very well managed by staff as part of a clear moral code well embedded in the school's culture. The school's faith ethos enables pupils to be fully involved in their spiritual development.
- Outstanding examples of mutual support and the assessment of each other's work were very clear in lessons. In science in Year 3 and in a Year 5 literacy lesson, the effective sharing of ideas helped pupils to make outstanding progress. The breakfast and after-school clubs provide opportunities for older children to support younger ones.
- Pupils behave exceptionally well around the school. For example, when eating lunch in classrooms because the hall was being used for a play, they made sure that the areas were kept completely clean. Pupils used strong skills when adapting to new situations demonstrating very high expectations of behaviour. One pupil said that the school 'encourages us to do well and supports us on our journey to become responsible adults'. Parents and carers comment that behaviour is of very high standard.
- Adults in school manage behaviour very well. A well-understood code of conduct in all classes makes pupils fully aware of what is expected. A 'traffic light' system of rewards and sanctions is applied consistently across the school. Pupils produce their own improvement plan which contributes greatly to their own development.
- Pupils have had extensive training in recognising bullying and its different forms, such as cyber and racist bullying, and, as a result, have a very good understanding of this. They feel that bullying is non-existent at their school, but they say that if it did occur adults would deal swiftly with their concerns.
- Pupils feel very safe at school and know where to go if they need help. Adults are always readily available and supportive. Assemblies and a range of training, such as junior road and bike safety, further contribute to their well-being.
- Attendance is average and rapidly improving, supported by very effective processes, for example the breakfast club which has helped pupils to arrive at school on time.

The leadership and management are outstanding

- The headteacher and senior leaders provide strong and well-focused guidance for staff based on a continued and sustained drive to promote outstanding teaching and pupil achievement. This very strong leadership includes those in charge of subjects. They are fully responsible for performance in their areas of accountability, manage their own training and budgets and directly contribute to all aspects of the school's self-evaluation.
- The local authority provides light touch support for this outstanding school. Since its last inspection the school has effectively addressed all areas for improvement, strengthened the Early Years Foundation Stage and improved achievement at Key Stage 1. The school has outstanding capacity for improvement.
- Pupils learn about a wide range of interesting and motivating subjects. The curriculum is

designed and delivered in a highly creative way to fully engage pupils. Pupils say that 'learning is fun'. It is greatly enhanced by a very comprehensive variety of sporting and other activities such as French and Latin clubs. There are also cultural music and dance activities. Some of these sessions are managed by the pupils themselves.

- The management of teaching is very accurate and includes an up-to-date view of quality, based on the use of highly robust checking systems. It is carefully tracked over time to ensure improvement. Systems for managing teachers' performance are linked closely to how well pupils are achieving.
 - A complete range of effective policies is in place, resulting in, for example, high levels of pupils' literacy.
 - Parents and carers are fully engaged in the work of the school. They are well involved in their children's learning by, for example, taking part in workshops on phonics (letters and the sounds they make) and taking an active interest in pupils' reading diaries. Responses to the Parent View questionnaire and discussions with parents and carers were extremely positive about all aspects of their involvement and the support they and their children receive.
 - Safeguarding procedures are robust and meet statutory requirements.
 - Social, moral, spiritual and cultural provision is powerfully delivered across the school. Pupils are provided with a wide range of opportunities to exercise outstanding social skills in lessons, as well as before and after school. Parents and carers comment on the 'family feel' of school and identify it as a great positive influence.
 - Outstanding leadership in the Early Years Foundation Stage has ensured strong planning, assessment and monitoring to make certain the Reception provision is of excellent quality. Engagement with parents and carers is a strength and this helps children to settle quickly.
 - The school has a strong commitment to the equality of opportunity for all pupils and to ensuring that they are highly valued. Its effective support structure and relentless work make certain that it is possible for all pupils, regardless of background or ability, to fully access the range of opportunities and achieve very well.
 - **The governance of the school:**
 - Governors have a comprehensive and accurate understanding of the school. They very thoroughly review and evaluate the school's work. They have exceptional knowledge of the quality of teaching, both through data and direct observations. Governors fully monitor the management of the school's performance and make sure there is a secure relationship between salaries and classroom practice. They are fully aware of how additional funding provided by the pupil premium is used to ensure rapid progress for this group of pupils, such as through additional classroom support. They also closely track current achievement. By closely reviewing all school performance information, governors help to ensure that all pupils do equally well. The governing body makes certain that the school meets its statutory requirements for safeguarding and governors fully ensure that the school has very strong procedures and policies for risk assessment. Governors employ very effective processes to ensure that the school's financial resources are very well used to further pupils' learning. They have undertaken a range of training in such areas as safeguarding and the use of achievement data.
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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	102133
Local authority	Harrow
Inspection number	402888

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4—11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Mr Brendan Byrne
Headteacher	Mr Phil Sutton
Date of previous school inspection	March 2008
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