

St Joseph's Catholic Primary School

Marton Road, Middlesbrough TS4 2NT

Inspection dates

8–9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Teachers plan and deliver work that matches pupils' needs and interests effectively. They display good subject knowledge. Teaching assistants have a positive effect on pupils' learning and personal development.
- Evidence in books shows that current pupils make strong progress across the curriculum. Pupils take pride in their work. Handwriting and presentation in books and the work displayed around school are of high quality.
- Leaders' and staff actions to address weaknesses in pupils' progress in writing are bearing fruit. In the vast majority of year groups, pupils are now making at least good progress.
- Leaders make effective use of funding to support disadvantaged pupils. This has a positive effect on their personal development, progress and attendance.
- The needs of pupils with special educational needs and/or disabilities (SEND) are generally well met. Consequently, pupils with SEND make strong progress with their personal development. However, their academic progress is more variable across the school.
- Well-structured and effective teaching of phonics from early years and in key stage 1 ensures that, by the end of Year 1, pupils have strong phonics knowledge.
- Children make strong progress throughout early years due to good-quality teaching. However, where children choose learning activities, sometimes opportunities are missed to extend their learning. Parents and carers value staff's welcoming approach and opportunities to be involved with their child's learning.
- The headteacher, governors and staff have a shared ambition to steer a course of ongoing improvement. They regularly review the curriculum to ensure it meets pupils' needs. However, leaders' self-evaluation judgements have not taken sufficient account of where pupils' progress has needed to improve.
- Well-targeted support and challenge from the Nicholas Postgate Catholic Academy Trust (NPCAT) assist the school in addressing its priorities and developing governance.
- Pupils' personal development and welfare are major strengths. The rich curriculum, opportunities for responsibility and links with the community all develop pupils' citizenship qualities and widen their horizons.
- Staff expectations, caring relationships and clear behaviour management approaches ensure that pupils' behaviour is exemplary. The school provides an oasis of calm for learning and personal development.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning, by:
 - sharing the strong practice within the school, and where relevant, working with other trust schools to embed this fully
 - increasing opportunities for the most able pupils to work at greater depth in mathematics and ensuring that less able pupils' work is well sequenced and supported with appropriate resources
 - reinforcing improvements to the teaching of writing so that pupils' progress by the end of key stage 2 at least matches the average found nationally
 - making more informed use of the recently introduced pupil progress records
 - ensuring that the academic progress of pupils with SEND is consistently good across the school.
- Further develop leadership capacity for improvement, by:
 - developing the role of subject leaders in implementing school development actions and checking for improvement in their subject areas
 - embedding the changes to the recently reconfigured local governing body, so that governors can successfully fulfil their roles in the NPCAT scheme of delegation.
- Further develop children's learning and improve their outcomes in early years, by:
 - ensuring that children's learning is deepened effectively when they choose activities
 - consolidating the school's work to improve boys' learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, leaders and governors have established an ambitious culture that has successfully ensured that pupils achieve well across a wide range of subjects. Where pupils' progress in writing has not been strong enough over recent years, leaders' actions are beginning to reverse this trend. The school's efforts to develop pupils' personal skills has an exceptional effect on pupils' attitudes and behaviour.
- Leaders' self-evaluation identifies the broad areas for improvement accurately. However, at times, their judgements have been overly positive and have not taken sufficient account of pupils' progress. The trust's senior standards officer provides leaders with appropriate challenge about their judgements and is guiding leaders effectively with this aspect of school improvement. Leaders develop relevant and effective plans for developing the school's priorities.
- Senior leaders regularly check the quality of teaching and learning. Suitable training to address individual staff needs or whole-school priorities is in place. This includes working with other schools and involvement with research projects.
- The role of middle leaders is developing. The leaders for English and mathematics are increasingly involved in acting to improve the quality of teaching and pupils' outcomes. They complete some checking for improvements. However, some of this leadership development is relatively recent and is not fully embedded.
- Leaders review the curriculum regularly to ensure that it is well matched to pupils' needs. Consequently, the school has a rich curriculum that makes strong links with the local context, while at the same time ensuring a global perspective. Useful information for parents communicates curriculum topics and homework clearly. This helps parents to support their child's learning beyond school. A range of extra-curricular activities before and after school provide further enrichment. This successfully develops pupils' personal, academic and social skills.
- Leaders spend pupil premium funding effectively. Enrichment activities, such as music provision, support disadvantaged pupils' personal and cultural development. Additional staff help to accelerate the learning for these pupils. Consequently, by the end of key stage 2, these pupils make better progress in reading and mathematics than other pupils nationally. Disadvantaged pupils' phonics outcomes are improving, although these do not match those of others nationally. The attendance of these pupils has improved and is similar to that of other pupils in school.
- Leaders make effective use of the primary physical education (PE) and sport premium funding. The PE subject leader creates carefully considered plans for the use of this funding. He evaluates the effect of the plan and reports regularly to the headteacher and governors so they are well informed. Pupils engage in a wide range of healthy activities, such as the 'daily mile', and take part in a range of competitive sports.
- The special educational needs coordinator (SENCo) ensures well-tailored provision for pupils with SEND. Overall, the additional funding for special educational needs is effectively spent and pupils' education, health and care plans are detailed. As a result,

these pupils make good progress in their personal and social development. However, the academic progress of these pupils is more variable across year groups.

- Pupils' spiritual, moral, social and cultural development is a key strength of the school. Work with theatre groups and specialist music teaching enriches pupils' cultural development. A wide range of roles and responsibilities and opportunities to contribute to society, for example through charity fund-raising, develops pupils' citizenship skills. Study of a range of world faiths, including Christianity, raises pupils' awareness of the diverse ways in which people celebrate their spirituality. The school's curriculum increases pupils' knowledge of the rights of individuals and global issues. Consequently, pupils' social and moral qualities are enriched, and they are very well prepared for life in modern Britain.

Governance of the school

- Governors have a good understanding of the school's priorities and are supportive of school leaders. They challenge leaders on key aspects of the school, such as safeguarding. However, while they consider leaders' self-evaluation judgements, they have not fully challenged the basis of some of these judgements. Governors have an overview of the use of additional funding, such as the pupil premium and PE and sport premium, as leaders provide them with regular reports. They regularly review their roles and audit their skills. Working alongside the NPCAT, they are developing their understanding of the role of the local governing body, as identified in the NPCAT scheme of delegation.
- NPCAT has promptly identified the strengths and areas for development at the school. The trust identifies relevant school-to-school support to address the school's priorities. Effective school evaluation monitoring by the trust's senior standards officer assists leaders in sharpening their monitoring skills. A trust-wide pupil progress information record is helping teachers and leaders to identify where pupils' progress needs to improve. However, this development is not fully embedded.

Safeguarding

- The arrangements for safeguarding are effective and there is a positive culture of safeguarding across the school. Leaders complete careful safeguarding checks for all staff and governors to ensure that they are suitable to work with children. Staff receive regular and appropriate training, so they know the school's procedures and how to keep pupils safe.
- Where necessary, leaders engage promptly and effectively with parents and other agencies. Almost all parents who responded to the online questionnaire, Parent View, believe that their children are happy and feel safe in school. NPCAT provides the school with effective support and guidance to check that safeguarding requirements are met.

Quality of teaching, learning and assessment

Good

- The quality of teaching is typically good and is sometimes stronger. Teachers plan effectively and match work to pupils' needs well. Teaching assistants largely support pupils' learning and social emotional needs successfully.
- Teachers demonstrate good subject knowledge and build effectively on pupils' prior learning. This ensures that pupils make good progress across the curriculum.
- In early years and key stage 1, phonics is taught well. Teaching is structured and systematic. This enables most pupils to develop good phonics knowledge. Pupils use this effectively when tackling unknown words as they are reading.
- Pupils read widely and develop their interest in reading. Regular teaching of reading enables pupils to develop strong comprehension skills and a wide vocabulary knowledge. Both younger and older pupils read confidently and competently to an inspector.
- Training for staff on the teaching of writing is bearing fruit. Whole-school approaches help pupils in developing their creative ideas, imaginative language and accurate use of grammar and punctuation. This has a positive effect on pupils' work in most year groups.
- Mathematics teaching is effective in developing pupils' number knowledge. Generally, opportunities to use this knowledge in problem-solving and reasoning activities are embedded in pupils' learning. For example, Year 6 pupils grappled with different methods for solving problems using their knowledge of number and types of graphs. However, sometimes the most able pupils' work does not fully deepen their knowledge. Occasionally, some less able pupils have work that is not supporting their learning well enough. They do not receive clear enough instructions, and resources are not well tailored to their needs. This makes it difficult for them to develop their knowledge in a well-structured way.
- Teachers set high expectations for handwriting and presentation. As a result, pupils' work in books and on display around school is extremely neat and well presented.
- Specialist teaching in PE and music enables pupils to develop good knowledge and skills in these subjects. Inspectors were impressed by the superb quality of pupils' singing noted during the inspection.
- Teaching in the nurture group helps pupils to develop their social and emotional skills well. Staff use well-thought-through strategies to support pupils' successful return into their year-group classes. There is evidence that this work supports pupils' readiness to learn once they return to their year group.
- The recently introduced trust-wide approach to recording pupils' progress is helping teachers and leaders to identify pupils' progress more readily. This system has not yet run a full academic year and is not fully embedded.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Rich curriculum opportunities, teaching in lessons and homework provision with a menu of learning choices encourage pupils to become independent learners. Pupils are extremely interested in their work, enjoy learning new knowledge and skills and can explain this confidently. Drama, music and singing all contribute well to increasing pupils' cultural understanding and self-awareness.
- Pupils' physical and emotional well-being has a high priority in school. Staff encourage pupils to adopt healthy lifestyles, for example through completing a 'daily mile'. A wide range of before- and after-school activities ensures that pupils' social and physical development is very positive.
- Opportunities for pupils to take responsibility, such as through the pupil parliament, and prefect and head-boy and head-girl roles, develop pupils' understanding of how to be an active citizen. Playground leaders provide friendship and organise games for other pupils who may need a little extra support at playtimes and lunchtimes.
- Pupils have a clear understanding of the different forms that bullying can take, including online bullying. They believe that bullying does not occur in their school and they are confident that adults will support them if they have any concerns or anxieties. The school's records show that staff take any incidents of poor behaviour seriously, acting promptly to address these. Parents are complimentary about leaders' and staff approaches to pupils' behaviour, safety and welfare.

Behaviour

- The behaviour of pupils is outstanding. At every point of the inspection, pupils' behaviour was exemplary.
- Pupils behave very well in lessons, where there is a calm and purposeful learning climate. They are attentive to staff, apply themselves diligently when working individually, and they cooperate well when working with their peers.
- During playtimes and lunchtimes, pupils play games sensibly or socialise well with their friends. Pupil play leaders are proud of the role they fulfil, supporting other children by organising games.
- Attendance has a high profile in school. Staff celebrate pupils' good attendance and regularly inform parents of pupils' current attendance levels. Leaders' actions to reduce levels of pupil absence this academic year have had a positive effect. Pupils' attendance, including that for disadvantaged pupils, is similar to the national average.
- The ethos of the school, clear behaviour management approaches and the curriculum have created an extremely positive learning environment. There have been no exclusions from school.

Outcomes for pupils

Good

- Current pupils make good progress across a range of subjects, including English and mathematics. This is clear in pupils' books and the school's information for pupils' progress in this academic year.
- In 2018, the proportion of pupils attaining the expected standard in reading, writing and mathematics by the end of Year 2 was similar to the national averages. However, the proportion of pupils reaching greater depth was below the national average.
- The school's results in phonics are strong. By the end of Year 1, the proportion of pupils achieving the expected standard in the phonics screening check has been above the national average for the last two years.
- In 2018, pupils' progress by the end of Year 6 was above the national average in both reading and mathematics. However, pupils' progress in writing was significantly below the national average. Consequently, pupils' attainment in reading and mathematics was in line with the national average, but writing attainment was below this. A review of pupils' books shows that actions taken by leaders and staff have largely addressed this weakness and current pupils are making strong progress in writing.
- Disadvantaged pupils generally make good progress. In 2018, the progress of these pupils by the end of Year 6 was above that of other pupils nationally in reading and mathematics. It was below that of others nationally in writing. Current evidence in books and the school's pupil progress information show that in the main, these pupils are making good progress.
- Pupils with SEND make good progress in the development of their social and emotional skills. However, their academic progress is more variable. This is evident in some current year groups and in the school's 2018 results for the end of key stage 2.
- Over the last three years, the proportion of pupils achieving the expected standard in reading, writing and mathematics combined has been higher than the national average. Consequently, pupils are well prepared for starting their secondary school when they leave Year 6.

Early years provision

Good

- Generally, children start in early years with skills that are below those typical for their age. They settle quickly into Nursery and make strong progress throughout early years. However, the proportion of children who achieve a good level of development is below the national average. Consequently, some children are not fully prepared to start Year 1.
- The quality of teaching in early years is strong overall. Staff provide an effective balance of adult-led teaching combined with provision where children choose activities for themselves to support their learning. Occasionally, opportunities are missed to embed or deepen children's learning when they are engaged in these independent learning activities.
- Overall, leaders have ensured that effective early years provision is in place. They take relevant actions to address priorities, such as improving boys' outcomes. For example,

leaders have introduced specific strategies to develop boys' writing and interest in reading. Consequently, children's personal development needs are well met, and children learn successfully in a caring environment.

- Leaders make appropriate use of the additional funding provided to enrich learning experiences for disadvantaged children. However, despite this, the attainment of these children in 2018 was below that of others nationally and in school.
- From the outset, staff provide children with clear guidance and support to help them improve their independence and develop well socially and emotionally. Consequently, children settle in quickly, cooperate well and develop caring approaches towards one another. As in other areas of the school, children in early years are very well behaved.
- Partnerships with parents are very positive. Parents highlight how staff make them feel welcome and involved with their child's learning and assessment. For example, stay-and-play sessions help parents know how to support their child's learning. The 'parent voice box' allows parents to contribute ideas for curriculum provision.
- Effective links are in place with other agencies to ensure that children receive additional support where required.
- Safeguarding and welfare arrangements are effective.

School details

Unique reference number	142374
Local authority	Middlesbrough
Inspection number	10086834

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	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	Board of trustees
Chair	David Nolan
Headteacher	Elizabeth King
Telephone number	01642 819252
Website	www.stjosephscp.npcat.org.uk
Email address	enquiries@stjosephscp.npcat.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils at the school are White British, with the next largest group being Asian or Asian British.
- The proportion of pupils eligible for support through the pupil premium funding is above that found nationally.
- The proportion of pupils with SEND is below that found nationally.
- The proportion of pupils with an education, health and care plan is similar to that found nationally.
- The headteacher was appointed in September 2013.
- This Catholic primary school's last section 48 inspection was in July 2018.

- The school has been an academy since November 2015. It has been part of Nicholas Postgate Catholic Academy Trust (NPCAT) since September 2018. NPCAT has a board of trustees and there is a local governing body.

Information about this inspection

- Inspectors observed learning in lessons and part-lessons across the school. The headteacher and deputy headteacher joined inspectors for observations in lessons.
- Meetings were held with the headteacher, the deputy headteacher, the SENCo, the nurture group leader, the parent support adviser, the subject leaders for English and mathematics, and the leader of the early years.
- The lead inspector met with two governors, including the chair of the local governing body, and reviewed documents relating to the work of the governing body.
- The lead inspector met with the trust's senior standards officer.
- Six pupils in total, from Year 2, Year 4 and Year 6, read their reading books to an inspector and discussed how the school supports their reading development.
- Pupils from the school's pupil parliament discussed their opinions of the school and their learning with an inspector.
- Inspectors took account of the 12 responses to Ofsted's online parent survey, Parent View. Inspectors met with a number of parents at the beginning of the school day.
- Inspectors observed the school's work and looked at a number of documents, including information about pupils' achievement, the school's evaluation of its own performance, and its development plans. They reviewed records of behaviour and attendance, and information relating to safeguarding. The inspectors scrutinised samples of pupils' work in their books across a wide range of curriculum areas.

Inspection team

Michael Reeves, lead inspector	Her Majesty's Inspector
Stephen Fallon	Ofsted Inspector
Cathy Lee	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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