

# St Joseph's Catholic Primary School, Derby

## Inspection report

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<b>Unique Reference Number</b>	112926
<b>Local Authority</b>	Derby
<b>Inspection number</b>	338052
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Jackie Cousins

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	354
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Rimmer
<b>Headteacher</b>	Joan Stannard
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	Mill Hill Lane Derbyshire DE23 6SB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed all teachers who were teaching during the inspection. They held meetings with the headteacher, governors, senior leadership team, inclusion leader, middle leaders and staff. They talked to three groups of pupils from Year 1 to 6, including some from the school council. The inspectors observed the school's work and looked at documentation including the safeguarding policy, risk assessments and health and safety records. An analysis was made of school data on pupils' progress, and inspectors looked at pupils' work in books and on display. A scrutiny of 146 parents' and some pupils' and staff questionnaires was carried out.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistently boys' progress, particularly for those who speak English as an additional language, is monitored in the Early Years Foundation Stage
- how effectively leaders monitor the progress and attainment of Years 1 and 2 pupils with special educational needs and/or disabilities
- how well subject leaders monitor pupils' attainment and progress in Years 3 to 6 particularly in English and especially for pupils from minority ethnic groups
- how the school is using feedback to pupils to increase their rate of progress, especially in mathematics
- how the school's leadership is working to develop pupils' multicultural awareness.

## Information about the school

St Joseph's Catholic Primary School is situated in the centre of Derby city. It is larger than average. Half the pupils are from White British backgrounds and the other half are from minority ethnic groups. One third of pupils speak English as an additional language. A few pupils are refugees or asylum seekers. The proportion of pupils with special educational needs and/or disabilities is below average. The percentage of pupils who join or leave part-way through the year is average. The school attained Healthy School status in 2009 and Artsmark and Activemark in 2008. A pre-school operates on the school site but it is not managed by school governors so it is subject to a separate inspection.

**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

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

St. Joseph's Primary School is a good place to learn. It has outstanding features. Pupils quickly settle into school life whether they join in Reception or any other year group. This is due to the school's outstanding engagement with parents. One parent summed up their thoughts by writing, 'I think that this school really believes in "Every Child Matters" and does not just pay lip service to this.' This is because the care and support for pupils is outstanding. The school's leadership works in a highly effective way to provide individual support for all pupils. This ensures that pupils from all backgrounds and capabilities are included successfully in learning at the school. Pupils' attainment is above average and they achieve well from their starting points. Boys' progress in mathematics is a little lower than that of girls. A few pupils do not learn to apply their skills successfully in problem-solving activities. The school's leadership gives a great deal of importance to monitoring pupils' progress but the system does not enable leaders to analyse the progress made by each year group in detail. Specific targets for pupils are rarely referred to in mathematics lessons or in teachers' marking. This means that pupils do not have an in-depth knowledge of how they have been successful and what they can do to improve their work.

Outcomes for pupils are outstanding. Pupils are proud of their school and one from Year 6 said, 'This is a unique school because of the wide variety of subjects and projects it offers.' They enjoy many topics they have studied and particularly like writing stories, poems and learning about people in other countries. They have a very deep understanding of the challenges faced by our multicultural society. Pupils are very diligent about reducing the school's use of energy and are keen to assist in reducing the effect of climate change on the world. They contribute to the community extremely successfully. Pupils from the school have composed a song about stopping bullying which is being shared with many schools in the city. Their behaviour is exemplary and they are very caring young people. This is because staff guide them very astutely. Good teaching means pupils learn through a wide variety of methods. For instance, pupils often learn through practical activities. Assessment is used thoughtfully to inform planning. Occasionally, learning criteria are rather broad and so pupils do not know specifically what skills they are expected to use in each lesson. Pupils receive positive feedback but staff do not regularly explain in detail how they have achieved well.

An outstanding leadership team is very successfully driving improvements. This team is highly dedicated and inspires others to work together very wisely. Significant

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improvements since the last inspection include provision for Reception children to develop their physical and creative skills especially in outside areas. Children get a good start to their education in Reception classes but occasionally boys' and girls' involvement in learning is not watched over fully. Self-evaluation is used effectively by senior and middle leaders and so the school is in a good position to improve in the future.

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

- Improve pupils' rate of progress, especially for boys, in mathematics so that they attain higher levels of attainment by:
  - tracking pupils' progress in more detail
  - using personal targets with pupils effectively and encouraging them to respond to comments about their work
  - ensuring that more pupils learn to apply their basic skills in problem-solving challenges.
- Develop the quality of teaching by ensuring all lessons contain these features:
  - highly specific learning criteria so that all groups of pupils are fully challenged
  - good feedback about how pupils have been successful in their learning.
- Develop children's progress in Reception classes by making sure their involvement in learning is rigorously monitored each day.

**Outcomes for individuals and groups of pupils****1**

From their expected levels of skills on entry to Year 1 pupils make good progress. As a result attainment is above average by Year 6 in English, mathematics and science and this has been the case for the last four years. More-able pupils attain successfully in English and science because staff have high expectations of them. In the present Year 6 over half the pupils are working at above-average levels of skill in reading. Observations of lessons and school data show that eight out of ten pupils in Year 6 are working at average levels of attainment or higher in all key areas of learning. Throughout the school boys' attainment and progress, especially in mathematics, are slightly lower than girls'. Pupils with special educational needs and/or disabilities are supported well and so they progress effectively. In 2009 teacher assessments show that pupils' attainment in Year 2 was average. Attainment has been at least average for the last three years. Pupils who speak English as an additional language are provided for successfully and so they achieve well.

Pupils form very good relationships with adults because staff give them extremely well thought-out guidance. They have positive attitudes to learning and concentrate ably in lessons. Their attendance is above average and so pupils' progress well in

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developing their key skills. They are successfully prepared for the next stage of education because of their literacy and numeracy skills and extremely well-developed personal skills. Pupils value everyone, including people who are less fortunate than them. Pupils’ moral development is very good. Their spiritual development is successfully promoted through uplifting assemblies. Pupils work with equipment thoughtfully. This is due to careful support from staff. Pupils feel extremely safe in school and know how to keep themselves safe. For example, they are clear what to do if there is an emergency because of thorough training from the Fire Brigade. Pupils adopt healthy lifestyles well. A good proportion of pupils take part in physical exercise. They are knowledgeable about foods which are better for them and those which should not be eaten too often.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Good quality teaching supports pupils’ learning well. Questioning is used thoughtfully by staff and so pupils learn to explain why they have given a particular answer. In one outstanding session seen, questioning was used extremely effectively and so pupils learned to think very creatively. Pupils were asked to imagine the components of a word problem and how they would solve it before they worked it out. Generally, paired discussion times allowed pupils to explore their thoughts successfully before they shared their ideas with the class. Assessment informs lesson planning well and extra support for pupils. Individual learning plans for pupils with additional needs contain specific targets and these are reviewed regularly.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The development of language, literacy and numeracy skills is given a great deal of emphasis in a good curriculum. The pupils thoroughly enjoy all the projects and special event days planned for them. For example, pupils really valued the Victorian day which involved them in terrific drama activities. They take great pleasure in the extra activities offered for sports and music. The pupils’ personal, social and emotional development is promoted well through group discussion sessions. Pupils learn about Christian and other beliefs in assemblies and religious education sessions. Pupils from minority ethnic groups are supported carefully and so they achieve well. Provision for gifted and talented pupils is developing effectively.

Pupils receive exceedingly high levels of care from staff. Transition into school life is very well thought out. From the moment pupils start at school their pastoral needs are met excellently. Vulnerable pupils are successfully assisted to make good progress in their personal and academic studies. Pupils particularly value the counsellor who is freely available to them in school allowing them to discuss their concerns appropriately. The school works extremely carefully with agencies to enhance pupils’ well-being. Its work with families is deeply embedded and ensures they can access any support they need. Regular sessions are held to support parents with their child’s learning. Provision for pupils with special educational needs and/or disabilities is good. Teaching assistants work very skilfully to support all pupils; they also provide extra high-quality guidance for pupils with additional needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The senior management team, including the headteacher and deputy headteacher, lead the school with a massive amount of enthusiasm and expertise. School development planning sets clear direction for future improvements in the quality of education. Pupils have equal opportunities to learn because the school works rigorously to break down any obstacles to learning. The attainment of different groups of pupils is beginning to be monitored on a termly basis in a more rigorous way by senior leaders and class teachers.

Governance is good and supports the school effectively. Governors work well with staff. They challenge the school thoughtfully about many aspects including the attainment of pupils. They are involved successfully in planning for the future. Governors do not have a systematic approach to collecting and analysing the views of pupils. They make sure child protection and health and safety matters are dealt

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with rigorously. Safeguarding procedures meet requirements effectively. For example, all staff receive regular training in child protection and thorough records are kept of the checks completed on staff. Risk assessments are recorded very carefully. Pupils have received training successfully about how to keep themselves safe on the internet.

The school works excellently to unite the school and wider community. For example, pupils have been on trips and taken part in activities with other schools which contain people from many different backgrounds. The school has evaluated all aspects of community cohesion very rigorously and has developed strong links with people in other countries which have successfully deepened pupils’ understanding of how to compare and contrast different cultures from first-hand experiences. Pupils email their questions to people in an Afghan school. The school’s leaders are currently involved with local leaders in the creation of an action plan to support vulnerable local people and reduce racial tension in the city.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle into school life quickly because staff are freely available at the start and end of sessions to talk with parents. The good use of a ‘Sharing Book’ which goes home every week means parents understand what areas of learning are being focused on. Children achieve well in the Reception classes. Standards are broadly average by the start of Year 1. The children have made good progress from their starting points, which are below expectations. Careful assessments are made when children start at the school and the majority enter school with language skills which are lower than those expected. Within two terms at school all but a few children have improved their use of language so that they are in line with expectations. The

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children develop their basic skills effectively because staff use resources well. In a good lesson seen children were shown the importance of organising objects in a line before they started to take one away. They were developing an approach to counting to give them accurate answers. Children learn to use their literacy skills thoughtfully when they draw pictures of the planets and write about them. The children’s personal, social and emotional development is excellent because all adults ensure that the welfare of each individual is supported very well. For instance, their emotional and medical needs are watched over carefully. Children happily work together and behave extremely well. There is a good balance of adult-led and child-initiated learning. Children are successfully encouraged to be independent. The leadership of this stage of education is good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents expressed a very high level of satisfaction with their child’s enjoyment of school, the school’s leadership and the quality of teaching. Parents strongly agreed that their child is safe in school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Joseph's Catholic Primary School, Derby to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 146 completed questionnaires by the end of the on-site inspection. In total, there are 354 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	60	54	37	3	2	0	0
The school keeps my child safe	94	65	51	35	0	0	0	0
The school informs me about my child's progress	69	48	68	47	4	3	3	2
My child is making enough progress at this school	66	46	67	46	9	6	0	0
The teaching is good at this school	77	53	59	41	3	2	0	0
The school helps me to support my child's learning	68	47	70	48	3	2	0	0
The school helps my child to have a healthy lifestyle	58	40	81	56	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	55	38	73	50	7	5	0	0
The school meets my child's particular needs	61	42	72	50	7	5	0	0
The school deals effectively with unacceptable behaviour	60	41	69	48	9	6	3	2
The school takes account of my suggestions and concerns	53	37	72	50	8	6	3	2
The school is led and managed effectively	82	57	58	40	4	3	0	0
Overall, I am happy with my child's experience at this school	85	58	54	37	5	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



Wednesday 28 April 2010

Dear Children

**Inspection of St Joseph's Catholic Primary School, Derby, Derbyshire, DE23 6SB**

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend a happy and friendly school. Positive things about your school include these things.

- You make good progress in your work.
- You behave outstandingly well in school.
- Your headteacher and senior teachers have very good ideas about ways to improve the school.
- Teaching is good and the staff work hard to make sessions interesting.
- An excellent partnership is in place between the school, your parents, carers and agencies.
- Staff care and support you outstandingly well and listen to you thoughtfully and so you feel really safe in school.

We have asked your school to look at how they can make things even better. The most important matters are to:

- make sure staff explain to you more fully what skills you could use in lessons and discuss your successes in detail so that you reach higher levels of knowledge and understanding
- ensure you make even faster progress in mathematics by using your skills in solving problems more effectively
- make sure that staff in the Reception classes keep a closer watch over which activities children have and have not worked on.

Continue to listen carefully to staff comments, come to school every day and enjoy all the terrific things you are learning at St. Joseph's Catholic Primary School.

Yours sincerely

Jackie Cousins  
Lead inspector

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