

# Inspection of a good school: St Joseph's RC Infant School

Crown Dale, Upper Norwood, London SE19 3NX

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Inspection dates: 25 and 26 June 2024

## **Outcome**

St Joseph's RC Infant School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy their learning and the exciting range of activities they experience. For instance, pupils have opportunities to visit an opera house. Children in the early years have a strong start to their education, eagerly interacting with the range of resources available to enhance their learning and development.

The school has high expectations for pupils and behaviour in lessons is calm. Pupils understand the routines expected of them and are keen to be rewarded for modelling positive behaviours. The school values and ethos are at the heart of school life. Pupils learn what it means to be kind and a good friend. Staff support pupils to demonstrate these values to ensure that all pupils can feel safe and happy in school. Pupils know they have a trusted adult they can speak to if they have any worries.

Pupils are proud to carry out their class monitor roles. Prayer leaders and school council members enjoy their whole school responsibilities. Pupils enjoy the wide range of sporting activities they experience including archery and cricket. Science week enabled pupils to investigate and experiment together and build structures with spaghetti and marshmallows.

## **What does the school do well and what does it need to do better?**

The school has placed a high priority on reading. Pupils focus intently during phonics lessons. Teachers check pupil understanding regularly to ensure that they are reading books accurately matched to their ability. Staff provide individual support to pupils to blend sounds. Pupils develop their love of reading throughout the school. Teachers choose books to promote pupils' discussion and awareness of the world around them. For example, Reception class were reading a story about Windrush as part of their topic on journeys.

Teachers have secure subject knowledge which they use effectively to support pupils. Teachers question pupils to check their understanding and to challenge their thinking. Strong foundations of mathematical understanding are evident in each class. The school has seen an increase in the number of pupils with SEND needs. New leaders are identifying the support required and working with external agencies. Leaders are proactive to ensure that strategies are in place to support pupils to access the curriculum. All staff are trained to support pupils' behaviour and learning needs and how to adapt teaching. For example, in Year 2, staff used large practice clocks to support pupils to successfully tell the time. Strategies to support pupils to understand their emotions are consistently used. Pupils learn how to regulate their behaviour well.

The school ensures that pupils experience a full range of curriculum subjects. Knowledge, vocabulary and skills are sequenced into small steps. Typically, staff support pupils to recall and apply their knowledge. For instance, in history, Year 1 pupils could relate learning about the current monarchy to King Harold. In art, pupils in Year 2 were supported to develop their knowledge and skills by making clay creations. In some subjects, changes have been made to enhance the school's curricular thinking. In these subjects learning is not fully embedded and some pupils do not build on their prior learning securely. In the early years children experience all areas of the foundation stage curriculum. Children practise their learning independently in the well-planned activities. For instance, children in the Nursery were applying their knowledge of number to their fishing game. Pupils enjoy their learning and achieve well.

Since the start of the year leaders have focused on improving attendance across the school. Leaders work with families to ensure good attendance habits are promoted as soon as pupils start school. Staff know their pupils and families well and provide support to overcome barriers to attendance. Children in the early years learn good habits, they collaborate, take turns and share.

Leaders aim to make a positive difference to pupils' wider development. Leaders share values and expectations regularly, including in school assemblies. Pupils enjoy the school trips that they have experienced, especially their visit to Brockwell Gardens to look at mini beasts. Pupils have access to a wide range of clubs and some exciting sports opportunities.

All staff and governors have a shared high ambition for all pupils. The new leadership team has identified the aspects of the school that need to be developed. Considerable changes have taken place this academic year. Training and staff development has been well planned to ensure that all staff have consistent approaches. Staff appreciate the high levels of support from leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- In some foundation subjects, changes have been made to the curriculum which are not embedded. This means that pupils do not build securely on their prior learning. The school needs to ensure that all subject aims are fully implemented so that pupils build deep knowledge and skills over time.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in 9–10 January 2019.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101803
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10323295
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	160
<b>Appropriate authority</b>	The governing body
<b>Acting Chair of governing body</b>	Robert Teague
<b>Headteacher</b>	Danielle Ashley
<b>Website</b>	<a href="http://www.stjosephsfederation.co.uk">www.stjosephsfederation.co.uk</a>
<b>Dates of previous inspection</b>	9 and 10 January 2019, under section 5 of the Education Act 2005

## Information about this school

- There have been significant changes to leadership in the school this academic year.
- The school is part of the St Joseph's Federation which includes St Joseph's RC Junior School. The leadership team and governing body have responsibility for both schools.
- The school does not make use of any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the head teacher, other leaders, and a range of staff. They also met with members of the governing body, a local authority representative, an external advisor and representative from the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art. Activities included discussions with leaders and teachers about the curriculum,

visiting lessons, speaking with groups of pupils about their learning, and reviewing samples of pupils' work. The inspector also considered the curriculum in other subjects.

- The inspector checked the school's policies and records, including those related to behaviour and pupils' wider development.
- The inspector considered the responses of parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

### **Inspection team**

Sacha Husnu-Beresford, lead inspector

His Majesty's Inspector

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