ISI Independent Schools Inspectorate

School inspection report

10 to 12 February 2026

St Joseph's School

33 Derby Road

Nottingham

NG1 5AW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and proprietors share a common vision for the school that is informed by frequent visits and meetings.

2. The proprietors do not ensure that leaders consistently demonstrate good skills and knowledge to promote pupils' wellbeing effectively in all areas of provision. As a result, not all of the Standards are met.

3. Leaders do not always deploy staff effectively to ensure that all pupils are suitably supervised. Children in the early years are not within sight or hearing of adults at all times. Pupils typically behave well in lessons but do not always receive timely guidance from supervising adults when their conduct begins to deteriorate during breaktimes.

4. Leaders do not inform the local authority as required when pupils leave or join the school at non-standard transition times.

5. Leaders do not follow appropriate safer recruitment procedures consistently. Not all necessary checks are always carried out before adults, including some contracted staff, commence working at the school.

6. Leaders have developed a range of school policies and protocols but do not check the implementation of these sufficiently diligently. The school has procedures in place for regular maintenance of the premises and accommodation, but leaders' and governors' oversight of this is not as effective as possible. This is because records of when checks are completed are not kept consistently. In addition, at the beginning of the inspection, some sources of drinking water were not labelled as required. The school remedied this during the inspection.

7. The school's curriculum emphasises the core subjects of English and mathematics and provides pupils with a variety of experiences in other areas, including drama and Spanish. The curriculum is enhanced with a range of clubs, including robotics and chess. As a result, pupils develop skills in a range of areas that help prepare them for their future lives.

8. Teaching enables pupils to make good progress overall. However, teachers do not always take pupils' aptitudes, needs and prior attainment into account when planning and delivering lessons. As a result, pupils are not always appropriately challenged to progress as effectively as possible.

9. Teachers assess pupils twice per year in English and mathematics. They use the outcomes of those assessments to ensure pupils are making progress in those subjects. However, ongoing assessments do not enable teachers to tailor activities precisely to pupils' individual levels of attainment or to inform pupils about their skills and appropriate next steps.

10. Leaders are successful in developing a school culture that recognises and celebrates individuality and diversity. Pupils learn that they have a role to play in society, appreciate the difference between right and wrong and realise the need to accept responsibility for their actions. Pupils engage with a wide range of nearby institutions such as a care home, places of worship and the National Ice Centre. They benefit from a range of activities, both inside and outside the classroom, which promote their physical and mental health.

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11. Teachers deliver an appropriate programme of financial and economics education, which culminates in pupils confidently running their own fundraising enterprises, some of which are in aid of charity.

12. Leaders and staff members are well informed, confident and competent in responding to safeguarding concerns expressed by pupils.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently
- fulfil their responsibilities effectively, so that the independent school standards are met consistently and
- actively promote the wellbeing of the pupils

so that:

- staff are deployed appropriately to supervise pupils and children suitably at all times
- the school carries out all required pre-employment checks, including references and, when appropriate, overseas checks, before new staff begin work
- the school informs the local authority when pupils join or leave at non-standard transition times.

Recommended next steps

Leaders should:

- make effective use of assessment to enable teachers to tailor activities precisely to pupils' levels of attainment, and to inform pupils about their skills and appropriate next steps
- ensure that teachers consistently take pupils' aptitudes, needs and prior attainment into account when planning and delivering lessons, so that all pupils are appropriately challenged in order to progress as effectively as possible
- strengthen leaders' and governors' oversight of checks and maintenance of the school's premises and accommodation to confirm that these are always carried out as required
- ensure that sources of drinking water around the school are consistently labelled as such.

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Section 1: Leadership and management, and governance

13. Proprietors do not ensure that leaders have the necessary knowledge and skills or consistently fulfil their responsibilities to promote pupils' wellbeing effectively. There is a lack of effective oversight of areas such as pre-employment checks, supervision of pupils and liaison with the local authority.

14. Leaders undertake self-evaluation of the school and identify targets and initiatives that are successful at driving improvements in line with the school's aims. These are shared with proprietors, who are frequent visitors to the school and use a combination of planned meetings and spontaneous conversations with leaders, staff, parents and pupils to inform themselves of school activities. They hold formal board meetings that are appropriately documented. However, these meetings do not focus sufficiently thoroughly on challenging leaders' knowledge and implementation of the regulations to ensure that all of the Standards are met.

15. Leaders in the early years are successfully embedding a recently revised approach that promotes children's independence and agency. They implement this informed by an appropriate knowledge of child development and an awareness of how they can best prepare children for learning in subsequent years.

16. Leaders do not inform the local authority when pupils join or leave the school at non-standard times of transition. Consequently, leaders do not fulfil the requirement to draw the authority's attention to pupils who might risk going missing in education.

17. Leaders do not ensure that all school procedures are implemented effectively, particularly those regarding record-keeping of maintenance around the school site. Monitoring by leaders and proprietors has not identified or addressed this issue, resulting in confusion over what has and has not been completed.

18. Leaders maintain effective links with external agencies such as the local authority, the police and fire services, the Cathedral and nearby schools and churches. Leaders make effective use of these links to support pupils and broaden their experiences.

19. Leaders ensure that required information is made available to parents of current and prospective pupils through the school's website. Parents receive regular updates about their child's progress, including written reports on two occasions each year.

20. Leaders, proprietors and teachers have a shared understanding of the risks that the school faces and the mitigation measures that have been identified in order to deal with these. There is a range of suitable and regularly reviewed risk assessments concerning everyday activities undertaken in the school, such as the use of gymnastics equipment or the procedures to be followed in hazardous weather. In addition, specific mitigation of potential risks is planned and implemented for events such as trips, visits and visitors. Specific measures are arranged to minimise additional potential risks for individual pupils when required.

21. The school fulfils its responsibilities under the Equality Act 2010, including the implementation of a comprehensive accessibility plan that identifies measures to make the premises and curriculum accessible for staff, pupils and visitors. Leaders promote a culture of respect throughout the school community and support pupils' understanding of diversity and inclusion. Leaders provide the local

authority with the required information about the use of funding arrangements for pupils who have an education, health and care plan (EHC plan).

22. The school's policy and procedures for how complaints are handled and resolved are appropriate and effective. Records are maintained that detail how the school investigates each matter and responds to it.

The extent to which the school meets Standards relating to leadership and management, and governance

23. Standards are not met with regard to the effective supervision of children and pupils, safer recruitment checks and the sharing of information with the local authority when pupils join or leave the school at non-standard transition times.

24. Standards relating to governance, leadership and management are not met.

25. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

26. Leaders implement a curriculum that prioritises English and mathematics. It is designed to enable pupils to develop appropriate literacy and numeracy skills and knowledge. Those pupils who sit entrance examinations for future schools receive appropriate preparation for the tests that they need to pass. Pupils are also taught a broad and balanced range of subjects that is appropriately enriched with areas such as drama, music, art and Spanish. These are delivered by subject-specialist teachers, whose knowledge, skills and enthusiasm motivate and inform pupils so that they make good progress. The curriculum is planned over a two-year cycle, so pupils avoid undue repetition when spending consecutive academic years within one class.

27. Teachers plan their curriculum by subject area but capitalise on opportunities to make links between pupils' learning in different lessons. For example, pupils use a range of fictional and factual books to inform research and activities that link writing, art and science, for example when learning about topics such as owls or World War Two. They benefit from meeting and interviewing experts in some areas, such as a visiting ornithologist.

28. In the early years, teachers deliver the curriculum through topics such as 'pirates', 'the rainforest' and 'people who help us', engaging children's interests and promoting links between the subject matter at hand and their real-life experiences. Children write simple sentences using their phonics knowledge and awareness of finger spaces, capital letters and full stops. Their conversations with adults show that they are developing number knowledge, including an understanding of place value. Children's aesthetic and creative development is appropriately fostered through their opportunities to make music on instruments such as the recorder and their work with the specialist art teacher, including self-portraits that they produce in the style of Picasso.

29. Leaders arrange for a variety of clubs and optional activities to take place during the school week. These are successful at introducing pupils to a range of new pursuits such as robotics, chess and board games. They broaden pupils' interests and help them to develop their skills and talents.

30. The school's assessment framework is centred upon tests in English and mathematics, which pupils complete on two occasions during each academic year. Leaders analyse the results of these. They use the data produced to check the extent to which pupils are making progress and to introduce, or amend, additional support for individuals, as necessary. Teachers check if pupils' performances in tests identify any concepts that pupils may need to revisit in order to consolidate their understanding. They then plan and deliver lessons to address such areas. Leaders are responsive to learning from assessment data, such as recent revisions of the school's approaches to the teaching of English comprehension and mathematics.

31. However, pupils' progress in subjects other than English and mathematics is not assessed as effectively. Pupils receive some feedback on their ongoing work, which identifies some errors and encourages improvements. However, this is ineffective to help them identify the skills they have developed or gain an appropriately thorough understanding of what they can do to improve their work further. Individual targets are set for each pupil within their end-of-year report, but pupils' progress towards these is not tracked during subsequent terms.

32. Teachers demonstrate appropriate subject knowledge and make effective use of good-quality resources to promote pupils' learning. They are ambitious in their expectations of pupils, employing

appropriate vocabulary, such as numerator, denominator, integer, antonym and synonym, in their teaching and encouraging pupils to use such terms as well. However, because pupils' work is not typically assessed in detail, their individual aptitudes and prior attainments are not considered in appropriate depth as part of the planning process. As a result, some pupils are not challenged sufficiently to maximise their progress. Pupils sometimes have to wait for their peers to catch up and others become frustrated by the complexity and speed of what they are being asked to complete.

33. Leaders identify those pupils who have special educational needs and/or disabilities (SEND) and, when necessary, provide effective support to meet their needs and maximise their progress. When useful, such adjustments include, for example, opportunities to explore work in small groups before it is introduced to the rest of the class, the daily use of a sensory circuit and additional activities, such as sewing or construction, extra breaks during activities and extended time scales for projects and assessments. As a result, pupils who have SEND make good progress from their starting points.

34. The small number of pupils in the school who speak English as an additional language (EAL) receive effective additional support for their English if this is required. The availability of translation tools, including electronic resources on class whiteboards, along with individual support that focuses on the teaching of key vocabulary and instructions before they are used in class, ensures that pupils who speak EAL develop their language skills and are able to access the curriculum effectively.

35. Teachers share pupils' progress and achievements regularly with parents using electronic platforms. Leaders also arrange formal consultation events and produce two written reports each year: an interim document in the spring term and a full report at the end of the year. This includes a grade card of judgements in all subject areas, test scores in assessed areas and written comments concerning pastoral development, English and mathematics.

The extent to which the school meets Standards relating to the quality of education, training and recreation

36. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

37. Leaders do not deploy staff appropriately to ensure that pupils are supervised effectively. They do not consistently ensure sufficient supervision of the split-level playgrounds that pupils access during breaktimes. Appropriate arrangements are not in place to ensure that children in the early years remain within sight or hearing of staff when they arrive at their classroom in the mornings.

38. Pupils behave well in lessons, listening carefully to their teachers and applying themselves diligently to what they are asked to do. This is reinforced appropriately by the school's strategies for preventing bullying and promoting good behaviour, which are effective in encouraging pupils to reflect on their behaviour and consider what they could have done differently. However, on some occasions, at playtimes, pupils' conduct deteriorates when they find themselves losing competitive games and they do not always receive timely and appropriate help from supervising adults to empower them to deal with such situations amicably.

39. Leaders provide checklists for the school premises to be maintained effectively. However, these are implemented inconsistently. Weekly checks are completed and logged appropriately, but records on the completion of processes required on a less frequent basis are not maintained with effective diligence. As a result, it is hard for leaders or proprietors to determine when such measures were carried out and this risks some areas becoming overlooked. For example, at the start of the inspection, not all sources of drinking water were clearly labelled as required. The school remedied this during the course of the inspection.

40. In the early years, children explore a range of physical activities that help them to develop their motor skills. These include work with a variety of tools and media, such as tweezers, chopsticks and dough, as well as formal introductions to sports such as gymnastics, squash and tennis. Teaching considers children's emotional needs and includes strategies to develop their emotional understanding, such as connecting feelings with colours.

41. The science, physical education (PE) and personal, social, health and economic education (PSHE) programmes combine to develop older pupils' understanding of how they can keep themselves physically healthy. This includes coaching in a range of diverse activities such as tennis, squash, athletics, swimming, gymnastics and ice skating, which helps pupils to develop their skills and techniques, as well as frequent games of football during breaktimes in preparation for occasional fixtures against other schools and participation in tournaments. Pupils learn the importance of healthy eating and know what constitutes a balanced diet. Teachers issue frequent reminders of this, including initiating discussions about salt when pupils talk about their packed lunches. Leaders have recently revised school lunches to minimise the quantity of processed food that is served.

42. The PSHE programme encourages pupils to reflect upon and discuss concepts such as equality, healthy relationships and consent. As a result, pupils become better equipped to make informed choices and decisions for themselves. A suitable element of sex education is introduced for the oldest pupils. Parents are consulted appropriately about the relationships and sex education (RSE) components of the curriculum.

43. As part of the PSHE curriculum, teachers and pupils discuss various emotions including frustration, jealousy, anxiety and excitement and explore how they can deal with such feelings most effectively.

Leaders provide additional support for pupils' mental wellbeing, such as opportunities for them to voice their thoughts when using construction materials or spending time alongside a therapy dog, when necessary.

44. Leaders promote an ethos of mutual harmony through regular, explicit emphasis in assemblies on the school's six core values: kindness, honesty, responsibility, good manners, resilience and respect. Assemblies also commemorate events such as achievements in Black and female history, World Logic Day and International Democracy Day. Pupils explore spiritual and moral concepts such as character, self-sacrifice and working for the greater good. The school celebrates a range of festivals such as Eid, Purim, Holi and St Patrick's day and pupils learn about a range of faiths and traditions during their religious education (RE) lessons.

45. Pupils' opportunities to participate in public performances, such as the annual school play or during the assembly programme, are effective in developing their self-confidence. Weekly celebration assemblies spotlight the effort and conduct of different pupils who have worked especially hard and gained particular achievements. This successfully develops pupils' self-knowledge and self-esteem and reinforces the school's values.

46. Leaders appoint a small number of the oldest pupils as prefects because of their exemplary behaviour and conduct around the school. They act as role models and remind pupils of the school's expectations during less structured times, such as when pupils walk along corridors and staircases.

47. Leaders manage fire safety appropriately, with clearly marked exits, unobstructed escape routes and regularly serviced fire safety equipment. Termly fire evacuation drills are carried out, so that pupils know what to do should they hear the alarm.

48. The school provides suitable accommodation for first aid and the medical treatment of pupils. Staff are appropriately qualified in first aid, including paediatric first aid for those who work in the early years. First aid and the administration of medication is managed competently.

49. Leaders maintain admission and attendance registers in line with current statutory guidance. They monitor and promote high levels of attendance and take appropriate action should a pupil's absence give cause for concern.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

50. Standards are not met with respect to the supervision of children and pupils.

51. Standards relating to pupils' physical and mental health and emotional wellbeing are not met.

52. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 4: Pupils' social and economic education and contribution to society

53. Leaders are successful in promoting a culture of mutual respect between pupils, including recognition and celebration of individuality, diversity and equality. Pupils understand the importance of acknowledging and respecting people's identity and are confident to express their viewpoints and opinions. They understand that societies improve when they welcome and debate contributions from everyone. Pupils are enthusiastic to learn about people who reflect different lifestyles and beliefs to their own, such as when they visit a range of places of worship, including a Christian church and a Hindu temple.

54. In the early years, adults generate an appropriate climate for learning through modelling expected conduct. They emphasise kindness, tidiness, listening and manners, and the frequent use of 'please', 'thank you' and 'excuse me'. This promotes children's social development effectively as they emulate the actions and language that they see being used by the adults around them.

55. Children in the early years begin to develop their knowledge of the roles that people play in society, such as those in the medical, police and fire services. Children begin to develop their understanding of differences between right and wrong, recognising that the police work to keep citizens safe and to ensure that those who break the law face the consequences of their actions.

56. Teachers emphasise the importance of democracy and pupils explore the democratic process in their election of members of the school council. This group of pupils meets weekly with staff members to develop and run various activities that enrich the school, such as a sponsored skip to raise funds for new playground equipment. Older pupils learn about the role of Parliament in British society, including how laws are passed. They draw appropriate parallels between how they decide upon their school council representatives and how each constituency in the country elects its MP, and how each class agrees on its own set of rules, just as the country as a whole follows the rule of UK law. Through clear directives in the staff code of conduct and policy for visiting speakers, leaders take appropriate steps to ensure that balanced perspectives are presented to pupils whenever political matters are discussed.

57. Leaders provide many opportunities for pupils to engage in the life of their local community. For example, pupils regularly visit the local library and nearby National Ice Centre where they meet members of the British ice hockey Olympic squad. Pupils also sing in a nearby care home to entertain the residents, show their respect and gratitude during Remembrance events in the market square and attend a church service, in the presence of the county's Lord-Lieutenant, which recognises county-wide acts of kindness and community service.

58. The school council arranges events such as 'pyjama days', which enable pupils to engage in fundraising activities to support charities that work locally, nationally and internationally. Leaders invite representatives of such causes to talk to the school about the work they carry out. Consequently, pupils develop their understanding of the importance of making positive contributions to others.

59. Pupils develop age-appropriate understanding of economics and finance. Younger pupils recognise different coins and notes, learn to carry out accurate calculations with money and put their skills into practice during a visit to the city centre. As pupils get older, they manage their own money on

residential trips. In PSHE, pupils begin to learn about topics such as credit, debt, loans and interest. Pupils develop their entrepreneurship and budgeting skills through manufacturing and selling items, such as decorations and smoothies, during the school's winter and summer fairs.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

60. All the relevant Standards are met.

Safeguarding

61. Leaders do not follow appropriate safer recruitment procedures consistently. Not all necessary checks, including the gathering and scrutiny of sufficient references, are always completed before some adults commence working at the school. Staff are uncertain about the processes they should follow in areas such as overseas checks and contractor agreements when adults are supplied by an external company.

62. Proprietors are aware of the need to maintain oversight of safeguarding. They discuss matters regularly with leaders, including accounts of how the school responds to any concerns. They carry out regular scrutiny of the school's single central record of appointments (SCR) but this has been insufficiently thorough to ensure the suitability of safer recruitment procedures.

63. Leaders report to trustees about safeguarding matters appropriately and review the school's safeguarding policy whenever necessary. They implement required changes effectively. As a result, safeguarding procedures other than those concerning pre-appointment checks remain up to date and in line with current statutory guidance.

64. Leaders provide staff with appropriate training in safeguarding procedures during induction to the school, a comprehensive annual refresher that includes reference to the national 'Prevent' duty to combat extremism and radicalisation, and additional sessions whenever necessitated by changes in requirements. Staff attendance at these sessions is monitored, with staff who are absent required to catch up with the training that they have missed. Leaders assess the understanding of safeguarding issues and procedures to ensure that this is sufficient and that training is effective. As a result, the school's staff remain consistently well informed about the procedures to follow should safeguarding concerns, including any relating to the conduct of adults working with pupils, arise. Staff are confident to carry out their safeguarding responsibilities effectively.

65. Leaders with designated safeguarding responsibilities are appropriately trained to enable them to carry out their role. They respond to safeguarding concerns appropriately and liaise with external agencies whenever necessary.

66. The school teaches pupils about how they can keep themselves safe, including when online. For example, pupils confidently demonstrate their understanding of appropriate online conduct. They know that personal information should not be shared over the internet, either in text or images, and explain some of the techniques they have been taught to make passwords secure.

67. Leaders make regular checks to ensure the internet filtering and monitoring system remains effective. They take swift action when alerted to any potential breaches or concerns about internet use.

The extent to which the school meets Standards relating to safeguarding

68. Standards are not met with regard to pre-appointment checks and reporting pupils who leave and join the school at non-standard transition times to the local authority.

69. Standards relating to safeguarding are not met.

70. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR[1] Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.
EYFS[2] 3.43	Children must usually be within sight and hearing of staff and always within sight or hearing.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 4, paragraph 18(2)(e)	In the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are

[1] The Education (Independent School Standards) Regulations 2014 ('ISSR')

[2] Early years foundation stage statutory framework ('EYFS')

	made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
18(3)	The checks referred to in sub-paragraphs 2(c) and (except where sub-paragraph (4) applies) 2(e) must be completed before a person's appointment.

School details

School	St Joseph's School
Department for Education number	892/6003
Registered early years number	254641
Registered charity number	1003916
Address	St Joseph's School 33 Derby Road Nottingham Nottinghamshire NG1 5AW
Phone number	0115 941 8356
Email address	office@st-josephs.nottingham.sch.uk
Website	www.st-josephs.nottingham.sch.uk
Proprietor	St Joseph's School
Chair	Ms Sarah Bodill
Headteacher	Mr Matthew Davies
Age range	9 months to 11 years
Number of pupils	72
Number of children in the early years registered setting	47
Date of previous inspection	1 to 2 February 2023

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Information about the school

71. St Joseph's School is an independent co-educational day school located in Nottingham. Founded by the Sisters of Mercy in 1934, it became fully independent in 2003 as a charitable trust overseen by a board of trustees. The school retains its Roman Catholic heritage. Since the previous inspection, a new headteacher took up his position in April 2024 and a new chair of trustees started in August 2025.

72. In the early years, a nursery, which is registered with Ofsted, provides for 47 children under four years of age and there are four children in the school's Reception class.

73. The school has identified 11 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.

74. The school has identified three pupils who speak English as an additional language.

75. The school states that its aims are to welcome and accept the value of everyone in the school community and to develop a family ethos. It seeks to make learning and teaching enjoyable and creative whilst developing the skills and attributes for pupils to be effective lifelong learners who become emotionally, socially and academically confident, achieving their full potential as they take a sense of pride and ownership in the learning environment. Leaders aim to provide a wide variety of inspiring opportunities to find and nurture each child's individual talents. The school seeks to provide academic excellence through a broad, balanced and individualised curriculum and to provide those children of the Roman Catholic faith the opportunity to progress through their religious journey whilst promoting respect and understanding towards all other faiths and beliefs.

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Inspection details

Inspection dates	10 to 12 February 2026

76. A team of four inspectors visited the school for two and a half days.

77. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- a discussion with the chair of trustees
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

78. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

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How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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CAP House, 9-12 Long Lane, London, EC1A 9HA

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