

St Joseph's Catholic Primary School

Inspection report

Unique Reference Number	107327
Local Authority	Bradford
Inspection number	356139
Inspection dates	2–3 February 2011
Reporting inspector	Brian Holmes

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Mr Peter Farley
Headteacher	Mrs Catherine Markham
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 20 lessons and observed 15 teachers. They held meetings with parents, carers, groups of pupils, representatives of the governing body and staff. The inspection team observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum, and monitoring and evaluation documents. Inspectors analysed 70 questionnaires completed by parents and carers, 94 pupil questionnaires and 18 questionnaires returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the quality of teaching in Key Stage 1 is strong enough to enable pupils to improve their attainment.
- Whether strategies to improve pupils' attainment in Key Stage 2 are effective, particularly in writing, and for boys.
- Whether the school's support and intervention for pupils who are new to English enables these pupils to make good progress.
- Whether leaders' efforts to improve the quality of teaching and curriculum provision is resulting in consistently improved learning for pupils in a range of subjects.
- Whether outcomes in the Early Years Foundation Stage are good, given that the school judges teaching to be satisfactory.

Information about the school

St. Joseph's is a larger than average sized primary school. The large majority of pupils is from a minority ethnic heritage, with a much higher than average proportion of pupils who are at an early stage of learning English. An above average number of pupils start and leave school at different times during the school year and many of these pupils are new to English when they arrive. The proportion of pupils who are known to be eligible for free school meals is higher than average. The proportion of pupils with special educational needs and/or disabilities, including pupils with a statement of special educational needs, is higher than average. The school has achieved the Investors in Pupils Award, the Activemark and Healthy School status.

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

This is a good school. It has significant strength in its provision for pupils' care, guidance and support and the effectiveness with which it tackles equality of opportunity and discrimination. It has established excellent links with other agencies to support pupils' development and well-being. A strong ethos of care and the promotion of equality for all pupils are at the heart of its work and result in an extremely harmonious community where pupils from many different backgrounds enjoy excellent relationships and become confident learners.

All pupils make good progress from their different starting points. Children in the Early Years Foundation Stage enter the nursery with skills well below those expected and make good progress to achieve outcomes that are below average by the time they enter Year 1. Across the school, all groups of pupils achieve well to attain standards that are broadly in line with the average by the end of Year 6. The significant number of pupils who arrive at school at different times during the year, and with very little English, make rapid progress because of the outstanding provision that is made for them. Leaders have focused well on improving the quality of teaching and curriculum provision, both of which are good. The use of assessment has improved and the marking of pupils' work is effective in literacy but the standard of marking is not consistent in every subject. The development of the curriculum to strengthen links between subjects has improved pupils' enjoyment of learning but pupils are not provided with enough opportunities to apply their writing skills in all their subjects. There are good relationships with parents and carers, who are supportive of the school. Pupils feel safe and behaviour is good. They have positive attitudes to keeping healthy, relate extremely well to each other and are clear that they enjoy their learning. They have good opportunities to contribute to the life of the school and community, for example, through the school development groups in which they work with adults. Attendance has improved and is broadly average. Through their good achievement and personal development, pupils are well prepared for the next stage of their education.

Senior leaders have a strong understanding of the school's strengths and weaknesses. Since the previous inspection the school has successfully met the challenges it faces, through rigorous and accurate self-evaluation, and has consolidated and maintained its good performance. Its outstanding provision for care, guidance and support and promotion of equal opportunities to ensure that all pupils achieve as well as they can in a harmonious environment, are clear indications that the school has a good capacity to sustain its improvement further.

What does the school need to do to improve further?

- Increase the impact of teaching and the curriculum on pupils' attainment by:

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- making marking more effective in all subjects to improve its effect in moving learning forward
- providing pupils with more opportunities to apply their writing skills in all subjects in order to produce longer pieces of work.

Outcomes for individuals and groups of pupils

2

Overall outcomes are good because pupils' attainment is improving and is broadly average by the end of Year 6. Pupils make good progress across the school to close the gap in their attainment from their different starting points on entry into the school. Their learning and progress are consistently good and have improved recently in Years 1 and 2 because of more stable and consistent teaching. The achievement of boys has improved and they are closing the gap with the attainment of girls in all areas, but particularly in mathematics. Pupils with special educational needs and/or disabilities and the majority, for whom English is an additional language, make consistently good progress because of the very good support and provision that is made for them. The significant number of pupils who arrive at the school at different times with little English make rapid progress because of the outstanding support that they receive. Typically, pupils are fully engaged in their learning and motivated to succeed. They are given good opportunities to find things out for themselves and work collaboratively in pairs and small groups. In the best lessons pupils demonstrate high levels of concentration in their learning. In a Year 6 literacy lesson, this resulted in sustained periods of independent work to edit and improve their own writing. Occasionally, pupils are not clear about what is expected of them.

Pupils have a good understanding of how to stay safe and are confident that any issues are quickly dealt with. Their behaviour is welcoming and positive and makes a good contribution to their learning. Pupils have a good understanding of the need for exercise and a healthy diet, taking advantage of 'healthy tuck' at break times. They enjoy the activities on offer and after-school sports activities are well-attended. They make a good contribution to the life of the school and the community, taking on many responsibilities such as the Eco group and the Smart Crew, which promotes pupils' e-safety. They have close links with the community through the local church and are working with the local council to improve local road management and safety. Pupils demonstrate a good spiritual, moral, social and cultural awareness, celebrating the many cultures within the school through the project 'Our journey to Bradford'. Pupils are making good headway in applying their basic skills to new situations and they appreciate the importance of attending school regularly: they are well prepared for their future lives.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is characterised by very good relationships between adults and pupils and the good use of a range of different strategies to involve pupils in their learning. Information and communication technology (ICT) is used well to model activities and stimulate pupils' interest. Teachers meet the needs of all pupils well through good use of assessment and application of secure subject knowledge to plan work that matches their different needs. In a Year 5 geography lesson, subject knowledge was applied well to enable pupils to investigate changes in land-use over time in the area around the school. Occasionally, the needs of a group of pupils are not clearly met and they require additional support from the teacher. Assessment is generally used well to share objectives with pupils and to check their understanding during, and at the end of lessons. Marking in literacy makes clear to pupils what they have done well and what they need to do to improve their work, but the quality of marking is not as clear in other subjects, with inconsistent guidance for pupils on what to do next. There is some good practice in Year 6 that the school can build on.

The curriculum contributes well to pupils' achievement. There has been a focus on writing and on broadening the curriculum to improve pupils' learning across a range of subjects and motivate specific groups of pupils, such as boys. This has had a positive effect on pupils' enjoyment of their learning. Topics such 'Pirates' and 'Superheroes' effectively develop links between subjects and stimulate pupils' interest. Pupils have been given increased opportunities to develop their writing skills in their literacy lessons, but the

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application of writing skills across all subjects to write longer pieces of work is inconsistent. The curriculum makes a good contribution to pupils' personal development and is also enriched by a good range of additional activities. Very good partnerships with other schools in work on art and physical education (PE) have broadened pupils' experiences. Pupils enjoy opportunities available to them, through local arts groups and artists, in drama, music, dance and storytelling.

Pupils are extremely well cared for. There is an very strong ethos of care at the heart of the school's work, which is deeply embedded at all levels to meet the diverse needs of individual pupils, particularly the many pupils who arrive at different times and at an early stage of learning English. The work of the learning mentor and the nurture group staff is instrumental in providing very well-targeted support to meet pupils' needs. There are excellent links with other agencies to promote pupils' safety and well-being and good systems in place to promote pupils' attendance, with a significant improvement in the proportion of pupils who are persistently absent.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders have a clear commitment to improving pupils' attainment and are effectively tackling weaknesses identified through rigorous monitoring and evaluation. Procedures to check pupils' performance and the quality of teaching and learning are effective in identifying priorities for improvement. As a result, the quality of teaching in Years 1 and 2 has improved recently and the quality of curriculum provision is more consistent across all subjects. Attainment in writing has improved and the gap between the attainment of boys and girls is reducing rapidly, particularly in mathematics. The promotion of equality is outstanding. It is at the heart of the school's work to meet the needs of its extremely diverse community. The governing body is fully involved in shaping the direction of the school and governors are increasingly involved in the school's self-evaluation processes through their monitoring of key aspects of its work. Arrangements for safeguarding are effective and are well supported by clear policies and strategies. The school is involved in many excellent partnerships to promote pupils' learning and well-being. For example, an initiative to improve social development, '101 things to do before you are 11' is having a strongly positive impact on pupils' personal development. Collaborative work with other schools on writing is improving attainment. Links with other schools have been used well to promote pupils' understanding of community cohesion beyond the immediate locality of the school, building on the harmonious nature of the school community and its strong links with the local community.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is good. There are good links with parents and carers, who are clear that their children enjoy the setting. Effective leadership has quickly established a good working relationship amongst all adults in the Early Years Foundation Stage. Clear priorities to further improve the outdoor area for Reception children have been identified. There is a strong focus on the safety and welfare of children, which results in a safe and secure learning environment where the needs of all children are met well. Children from many different backgrounds settle quickly and happily and enjoy good relationships with each other and the adults around them.

On-going assessment of children's learning is used effectively to plan a good balance of adult-led and child-initiated activities. Adults work effectively to meet children's diverse needs, particularly in language development with many children at an early stage of learning English. Children enjoy their learning. For example, they celebrate the Chinese New Year through a range of different activities, developing language through role-play in the Chinese café and painting Chinese symbols. They demonstrate good personal and social development when they self-register and share resources in independent play. Progress is good in all areas of learning from starting points well below average. Outcomes are below average, rather than well below, by the time children enter Year 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Inspectors' findings endorse the views of the large majority of parents and carers who are happy with their children's experiences at school, feeling that their children enjoy school and that the school keeps their children safe. A few parents and carers expressed concern about their children's progress, how the school deals with unacceptable behaviour and how the school meets their children's needs and supports them in helping their children to learn. The inspection concluded that the needs of all pupils are well met and all pupils make good progress from their different starting points. Standards of behaviour are good and any issues that do occur are quickly and effectively addressed. The school has developed appropriate strategies to support parents and carers in helping their children to learn.

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 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	59	26	37	3	4	0	0
The school keeps my child safe	38	54	32	46	0	0	0	0
My school informs me about my child's progress	31	44	36	51	3	4	0	0
My child is making enough progress at this school	28	40	35	50	7	10	0	0
The teaching is good at this school	37	53	30	43	3	4	0	0
The school helps me to support my child's learning	30	43	33	47	6	9	1	1
The school helps my child to have a healthy lifestyle	28	40	38	54	4	6	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)	29	41	35	50	5	7	0	0
The school meets my child's particular needs	24	34	38	54	6	9	0	0
The school deals effectively with unacceptable behaviour	15	21	47	67	4	6	2	3
The school takes account of my suggestions and concerns	19	27	44	63	3	4	2	3
The school is led and managed effectively	34	49	33	47	2	3	1	1
Overall, I am happy with my child's experience at this school	37	53	29	41	3	4	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



4 February 2011

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Bradford, BD5 0RB

Thank you for being so polite, welcoming and friendly when we inspected your school recently. We enjoyed our time at St. Joseph's, particularly talking to you. We know that you are proud of your school and enjoy being there.

St. Joseph's is a good school with many strengths. We were impressed by your good behaviour and by how well all the pupils from different backgrounds and cultures get on with each other. You have a good understanding of how to stay safe and live healthily. You are taught well and make good progress in your learning. The standards you reach are similar to those in other schools, and getting better. You are extremely well cared for. You told us that your learning is fun and that your teachers are kind and helpful. You enjoy the wide range of activities that the school offers and like the opportunities the school gives you to be involved in making a contribution to the school, whether it be selling healthy tuck at play time or contributing through the Investors in Pupils scheme.

We are asking the school to improve your education further by providing you with more opportunities to use your writing skills to write longer pieces of work in all your subjects. We are asking teachers to make sure that their marking of your work helps you to understand how to improve your learning in all of your subjects.

All of you can help by continuing to work hard, behaving well and doing your best to help the school improve further.

We send our very best wishes for the future.

Yours sincerely

Brian Holmes

Lead inspector

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