

St Joseph's Catholic Primary School

Inspection report

Unique Reference Number	116925
Local Authority	Worcestershire
Inspection number	358055
Inspection dates	30–31 March 2011
Reporting inspector	Michael Farrell

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Chris O'Keeffe
Headteacher	Marian Jay
Date of previous school inspection	10 October 2007
School address	Chedworth Drive Warndon, Worcester WR4 9PG
Telephone number	01905 452772
Fax number	01905 452772
Email address	office@st-josephs-pri.worcs.sch.uk

Age group	4–11
Inspection dates	30–31 March 2011
Inspection number	358055

Registered Childcare provision	St Josephs Catholic Pre School
Number of children on roll in the registered childcare provision	53
Date of last inspection of registered childcare provision	Not previously inspected

Age group	4–11
Inspection dates	30–31 March 2011
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Introduction

This inspection was carried out by three additional inspectors. An assembly and 15 lessons were observed; eight teachers were seen and meetings were held with the Chair of the Governing Body, members of staff, and groups of pupils. Inspectors observed the school's work, and looked at a range of documents including data on pupils' progress, school development planning, and safeguarding records. They scrutinised 85 questionnaires from parents and carers.

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

- Inspectors examined the impact of the quality of teaching and assessment on boys' writing, all pupils' writing in Key Stage 1, English and mathematics in Key Stage 2, and pupils at the school action plus stage of the special educational needs register.
- The effectiveness and impact of cross-curricular planning for literacy and numeracy was evaluated.
- Inspectors looked at the effectiveness with which leaders and managers monitor pupils' progress and make timely interventions.

Information about the school

St Joseph's Catholic Primary School is an average-sized school. Most pupils are of White British heritage. A small number of pupils come from ethnic minority backgrounds and a small number have English as an additional language. The proportion of children known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is below average although there is variation in different year groups. Among its recent awards, the school has Healthy Schools status and a Sport England award. The school has experienced considerable staffing changes in recent years including the secondment of the deputy headteacher, the retirement of long-serving staff and the appointment of three new class teachers. A large building project has taken place including a new entrance, staff accommodation and a library area. These changes continued up to September 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

St. Joseph's Catholic Primary School offers satisfactory provision. An extremely warm and welcoming atmosphere pervades the school and parents are greatly engaged with the school and appreciate all it offers. Good care, guidance and support include very strong support for children whose circumstances make them vulnerable and their families. Safeguarding procedures are strong and are followed carefully by staff, and this leads to pupils feeling very safe and secure. Pupils' behaviour and many aspects of their personal development are good and sometimes behaviour is excellent.

Leadership and management are satisfactory. The monitoring of pupils' progress is satisfactory and the school makes timely interventions where necessary. However, the impact is not as strong as it could be in raising standards. This is because leaders and managers have not always taken enough account of pupils' progress when observing lessons and so have had an overly positive picture of the effectiveness of teaching. The governing body supports and challenges the school satisfactorily, although challenge is not as strong as support because, for example, it has not always had a clear picture of the effectiveness of teaching. The school recognises that, during the period of considerable staff changes and building works, it has not maintained its focus on ensuring all pupils made the best possible progress. However, since September 2010 when the situation became settled, considerable effort has gone into accelerating pupils' progress which was slower than it should have been in writing at Key Stage 1, boys' writing, English and mathematics at Key Stage 2, and for pupils at the 'school action plus' stage of the special educational needs register. Progress is now satisfactory in all phases and for different groups of pupils. Progress of pupils in writing in Key Stage 1, and boys' writing, have improved because the school has made writing a stronger focus of literacy lessons. English and mathematics progress in Key Stage 2 has been helped by introducing skills sessions every morning. Pupils with special educational needs and/or disabilities, including those at the 'school action plus' stage progress and learn satisfactorily. This is because of individual well-focused help from patient, hardworking teaching assistants. In all these instances, progress is now satisfactory because the quality of teaching and assessment is satisfactory and is having a positive impact. Lessons are characterised by warm relationships and teachers use questioning well. Sometimes, pupils' work is not as precisely matched to their previous learning as it should be and, where this is the case, progress slows. Teaching assistants work well with individual pupils and small groups but teachers do not always ensure assistants are fully deployed when the teacher is explaining something to the whole class. The satisfactory curriculum includes strong aspects, including extra-curricular provision and encouragement of personal development. While planning across the curriculum is satisfactory, the school has not ensured that every subject makes a clear, planned contribution to raising standards in literacy and numeracy. Inspectors agreed with many of the school's judgements, although not all as some were over-generous. Self-

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evaluation is satisfactory and improving. The school is scrupulously honest in recognising areas that can be improved. The staff are a cohesive and united team driven by a strong desire to do their best for pupils. The turbulence that has previously affected the school's performance has abated. Consequently, the school has a satisfactory capacity to improve further.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve teaching by ensuring that pupils' work is always precisely pitched at the right level for pupils' different starting points and that teachers always effectively deploy teaching assistants.
- Improve planning for literacy and numeracy across the curriculum to ensure other subjects make a full contribution to raising literacy and numeracy standards.
- Ensure that in lesson observations, data on pupils' progress always inform judgements about the effectiveness of teaching so that judgements are more accurate.

Outcomes for individuals and groups of pupils

3

There was past underachievement in boys' writing, writing in Key Stage 1, English and mathematics in Key Stage 2, and for pupils at the 'school action plus' stage of the special educational needs register. The school has now rectified this. Children join the Early Years Foundation Stage with skills and capabilities in line with those expected for their ages. During the inspection, pupils were seen to be achieving satisfactorily and progressing satisfactorily in all age groups and reaching average standards. Different groups, including boys and girls, pupils from minority ethnic groups, pupils known to be eligible for free school meals, and those for whom English is an additional language make satisfactory progress. Questionnaires from older pupils indicate they enjoy school. Pupils told inspectors about the many things they like in school and, during lessons, it was clear they enjoyed their work. In a satisfactory literacy lesson for younger children in which they retold the story of Sir Gawain and the Green Knight, pupils remembered the story from an earlier lesson and wrote and correctly ordered key words or sentences connected with some parts of the action. Pupils behaved well, the task captured their attention and they enjoyed the opportunity to use computers. In a satisfactory numeracy lesson for older pupils in which they worked out the perimeter of different shapes, pupils made satisfactory progress. This was because there was a supportive working atmosphere, the pace of the lesson was satisfactory, and information and communication technology supported the activity satisfactorily. Also the teacher checked carefully what pupils were learning towards the end of the lesson.

Pupils feel safe in school and this is reflected in the views of their parents and carers. They trust staff greatly and know there is always someone to whom they can talk. Pupils are kind, considerate and polite in response to the high expectations of staff. Pupils know about healthy eating and behave accordingly. They enjoy physical exercise, including the opportunities provided after school. Pupils, according to their age, recognise the importance of emotional health and well-being. They enthusiastically take part in the

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school council and tasks in the school. Links with the local surroundings are strong, including those with the Church. Pupils show considerable interest in the wider community, for example through links with schools in other countries. Attendance is above average and pupils are punctual to lessons and arrive ready to start work. Satisfactory economic well-being reflects pupils' good attendance and their satisfactory progress in literacy and numeracy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	2
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?

Lessons engage pupils' interests, behaviour is managed well, questioning of pupils is effective and probing, and relationships are warm and trusting. Teachers and children are clear about the learning objectives of lessons and these are effectively assessed, especially towards the end of lessons. Tasks are not always as precisely matched to pupils' starting points and teachers do not always fully deploy teaching assistants. Just occasionally, opportunities are missed to check pupils' understanding at key points in the lesson.

The broad and balanced curriculum is carefully planned in different subject areas so it promotes the satisfactory progress pupils make. It encourages personal and social development well, including through religious education and opportunities for 'circle time', where pupils discuss issues within a structure that helps ensure everyone is listened to with respect. A wide range of popular and well-attended extra-curricular activities enrich the curriculum. While cross-curricular planning is satisfactory, the curriculum does not

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ensure that the widest possible range of subjects contributes to raising standards in literacy and numeracy. For example, while opportunities to reinforce literacy and numeracy learning occur in some subjects, they are not always planned and assessed right across the curriculum to ensure as wide a range of lessons as possible contribute to better standards in these basic skills.

Parents, carers and pupils greatly value the care, guidance and support the school offers. Pupils are well supported as they move from one age group to another because adults know the individual children very well and can tap into their interests and concerns effectively. The transition between pre-school and reception class is not as strong as it is within the rest of the school. The teachers involved are keen to improve their liaison by ensuring more time is set aside to share information and ideas. The school works very successfully to promote good attendance. Close working with families and agencies is an effective part of school life. Outside agencies and other partners make a particularly strong contribution to care, guidance and support, for example in providing opportunities for counselling for children who need it. Welfare arrangements for children in pre-school and reception class are good so children trust staff and feel secure.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has identified areas requiring urgent action, for example the progress of boys in writing, and taken effective action to secure improvement. However, leaders and managers do not always ensure that the outcomes from school self-evaluation, for example progress data, teaching observations, and the outcomes of 'learning walks', are integrated to provide a coherent picture and used as effectively as possible to accelerate progress in literacy and numeracy. For example, teaching in lessons was sometimes judged to be good when data and other evidence indicated pupils' progress was only satisfactory, so opportunities were missed to identify where teaching required improvement.

Governance is satisfactory, but the governing body's effectiveness has been limited by a lack of training in interpreting data and partly because the range of information the school gathers has not always been presented as coherently and comprehensively as it should be. The school is always ready to listen to parents and carers and they are keen to be involved in the school, for example, enthusiastically supporting and attending assemblies.

Partnerships with others, including other local schools, make a good contribution to pupils' personal development and well-being but only a satisfactory one to academic progress because there is less of a focus on this. There is very little evidence of bullying and no

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evidence of discrimination, and the school has clear and robust policies to deal with such situations. Because pupils make satisfactory progress, pupils who could otherwise make stronger progress do not have the equal opportunity to do better and, consequently, this aspect is satisfactory. Safeguarding procedures are strong. Parents and pupils recognise the efforts the school makes to keep children safe. Procedures are clear and carefully followed and the governing body oversees this area with care so that the pupils themselves recognise risks and feel very safe. The school promotes community cohesion well, and the deeply felt acceptance of others permeates school life. Pupils show a keen interest in the beliefs and values of different groups in the United Kingdom and the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children make satisfactory progress and learn and achieve satisfactorily. This is because activities provided are interesting so children enjoy and learn from them. A good range of resources are used well to stimulate children's interests.

Children in pre-school make stronger progress than those in the reception class. In a pre-school session, children enjoyed a wide range of free-flow activities including painting and outside play, and adults engaged well with children so they behaved well. Early in March 2011, planning in the reception class was changed but this meant children in the reception class were not getting the best balance of activities including opportunities for free play and were not progressing as strongly as they should. This has been rectified. In a session of child-initiated activities in the Reception Year, there was a suitable balance of activities in the different areas of learning. Children used computers, construction toys, 'small world' equipment, baking play, and role play (working in an estate agent's office), each contributing effectively to their learning and enjoyment. Good welfare provision in both

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pre-school and reception leads to children feeling safe and secure and the warm relationships help build children's trust and confidence. Leadership and management are satisfactory and staff work diligently. The school recognises there should be more support and training of some staff to ensure the provision develops further, including improving collaboration and transition arrangements from pre-school to reception.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers strongly support the school and greatly value what it offers. Responses to questionnaires were very strongly positive in all areas. A few parents, sometimes one parent, disagreed that their child enjoyed school, that the school deals effectively with unacceptable behaviour, keeps them informed about progress, or meets the child's particular needs. The strongest area of disagreement, although still a very small number, was the extent to which the school prepares the child for the future. Inspectors examined this and found this area to be satisfactory.

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 85 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	60	30	35	2	2	1	1
The school keeps my child safe	56	66	28	33	0	0	1	1
My school informs me about my child's progress	33	39	50	59	1	1	1	1
My child is making enough progress at this school	46	54	37	44	1	1	1	1
The teaching is good at this school	49	58	34	40	1	1	1	1
The school helps me to support my child's learning	42	49	40	47	2	2	1	1
The school helps my child to have a healthy lifestyle	33	39	51	60	0	0	1	1
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)	39	46	42	49	0	0	1	1
The school meets my child's particular needs	33	39	50	59	1	1	1	1
The school deals effectively with unacceptable behaviour	33	39	47	55	3	4	1	1
The school takes account of my suggestions and concerns	28	33	54	64	2	2	1	1
The school is led and managed effectively	50	59	34	40	0	0	1	1
Overall, I am happy with my child's experience at this school	57	67	26	31	1	1	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.



1 April 2011

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Worcester, WR4 9PG

It was lovely to meet you when my colleagues and I inspected your school recently. Thank you for talking with us and telling us about all the things you enjoyed.

Yours is a satisfactory school. It is soundly led and managed. You make satisfactory progress in your work and you develop well as individuals. Your behaviour is good and sometimes excellent. The teaching and the curriculum are both satisfactory and the way you are cared for is good. There are three things the school could do better so I have asked the staff to do the following.

Make sure, in lessons, that your work is always at the right level for you and that all staff are working with you right through the lesson.

Make sure that you have plenty of opportunities to use and develop your literacy and numeracy skills in other subjects.

Fit all the information about how the school is doing together so the school can see exactly where it is and what it can do better.

I am sure you will want to help in this by continuing to work hard in your lessons and really concentrating on your reading, writing and number work.

It really was delightful to be with you for the two days. I wish you the best of luck for the future.

Yours sincerely

Michael Farrell
Lead inspector

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