

# St Joseph's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	109238
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	356506
<b>Inspection dates</b>	5–6 May 2011
<b>Reporting inspector</b>	Alwyne Jolly

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Flexman
<b>Headteacher</b>	Elisabeth Jeffery
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Bristol Road Portishead BS20 6QB
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## Introduction

This inspection was carried out by three additional inspectors, who visited 12 lessons and observed 11 teachers. They held meetings with groups of pupils, members of staff, members of the governing body and senior leaders. They also looked at the school development plan and documents relating to planning, monitoring and safeguarding, communications with parents and carers, the governing body minutes, and questionnaires completed by 68 parents and carers, and others by staff and pupils.

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

- The progress pupils make in the school.
- How far provision, outcomes and leadership have improved in the Early Years Foundation Stage.
- How far pupils understand what they need to do to improve.
- The level of attainment in English, particularly writing.

## Information about the school

This is an average-sized school situated in Portishead. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is well below average. The school has Healthy Schools and Activemark 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 school provides a good education for its pupils and stimulates their outstanding spiritual, moral, social and cultural development. All outcomes for pupils are at least good and several are outstanding. Pupils' wholehearted enjoyment of all aspects of school life is reflected in their outstanding behaviour, their feeling of safety and good attendance. They benefit from exceptional care, support and guidance, and appreciate the outstanding opportunities available to all in the school and the avoidance of any discrimination.

There has been a remarkable improvement in the Early Years Foundation Stage so that the children now have an outstanding basis for their future learning. This is built upon well so that pupils' attainment is above average overall by the time they leave the school and achievement is good for all groups. This masks even higher attainment in reading, although it is not matched in writing which, while generally above average, remains the relatively weakest area of pupils' attainment. Teaching is consistently good. New technology is used expertly to develop learning and considerable thought is given to preparing interesting lessons. This was appreciated by one pupil who observed, 'Every day we experience new learning.' Teachers extend pupils' learning with challenging questioning and clear steps to develop their progress in lessons. However, when teachers mark pupils' work, they do not consistently give advice on how pupils can improve. The curriculum at the school is good and benefits from outstanding partnerships with other institutions.

Pupils show an outstanding awareness of why it is important to eat healthily and have regular exercise. They are highly aware of how they can be positive citizens, and consequently make an outstanding contribution to the school and wider community. The school builds upon their secure grasp of the basic skills of literacy and numeracy with highly effective strategies to prepare them for their future economic well-being.

The leadership of the school is good at all levels. The headteacher has ensured continued good standards and provision, giving the school drive and a clear direction. She is well supported by key staff and an effective governing body. The school has a very accurate understanding of its strengths and those areas that need to be developed. There is continuing focus on further development, reflected by the major improvement in the Early Years Foundation Stage, confirming that there is a good capacity for sustained improvement.

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

- Raise the quality of writing to match the high standard of pupils' reading by:
  - developing the use of more complex sentences

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- giving pupils more opportunities to write at length.

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

**1**

Most pupils make good progress because they are motivated by lively teaching that engages their interest. Their outstanding behaviour matches the school's high expectations and they are very considerate to the needs of others. Their transparent enjoyment of school life is reflected in a good level of attendance, with no persistent absentees. Pupils report how completely safe they feel in school; a view endorsed by their parents and carers. Their strong basic skills are used exceptionally well across the curriculum, reflecting their outstanding preparation for their future economic well-being.

Attainment is above average by the end of Year 6, which reflects good overall progress. It has been uneven in Key Stage 2 because of a minority of teaching which did not sufficiently challenge and extend the pupils. However, the work in classrooms and pupils' books now shows that progress is consistently good and pupils are back on track achieving the higher standards. No groups underperform so, therefore, achievement is good overall throughout the school. The needs of those pupils who have special educational needs and/or disabilities are accurately defined and they have well-targeted support so they also achieve well. The standards in reading are particularly high. Standards in writing are good, although they remain less strong than in reading. They have improved due to a range of successful initiatives to engage pupils' interest through an imaginative use of both fiction and non-fiction.

Pupils make a strong contribution to both the local community and the school council. For example, their 'Pace Car' initiative has been used to slow vehicle speed locally. A powerful spiritual ethos pervades the school and pupils have a very secure understanding of a moral framework for their lives. They mix very well together socially and show insight in their understanding of other cultures. The wide range of extra-curricular sporting activities, which have a high take-up by pupils, reflects the Healthy Schools and Activemark status.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

The teaching in the school is consistently good. All lessons have a purposeful atmosphere and only very occasionally does the pace of learning flag so pupils' progress is less than good. The teachers have effective strategies to promote pupils' learning, and they match the work well to the range of needs, including a significant number of able, articulate pupils. The pupils commented positively on their teachers' skills in identifying weaknesses and the ensuing focus on them. One pupil added, 'The good thing about our learning is we continue to practise and reinforce it.' Pupils are aware of the targets which are given to them, notably in literacy, to help them focus on areas of weakness, although occasionally they are insufficiently specific. The marking of pupils' work is regular but teachers do not consistently give pupils a precise analysis of their level of understanding and what they need to do to improve. Otherwise, there are very good systems to use assessment to support learning, noticeably in lessons where pupils are regularly made aware of what they need to achieve to be successful.

Pupils benefit from a well-balanced, broad curriculum which is developing in imaginative ways to promote pupils' learning. Outstanding partnerships with other schools help to support gifted pupils and areas of the curriculum such as sport and music, which are significant strengths. The range of extra-curricular activities is also good. The school recognises, however, that it needs to continue its development of the curriculum by

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further emphasis on improving writing and extending the use of investigation in mathematics.

Parents and carers and their children are very positive about the quality of the school's care, support and guidance. Outstanding systems are in place to ensure the pupils' smooth path through their education and personal well-being, building on excellent relationships between pupils and staff. Pupils are supported very well by the provision of an effective after-school club.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher provides strong, ambitious leadership and drive, ensuring that the considerable strengths identified in the last inspection have been sustained. Leadership is good at all levels, evidenced by the continuing above average attainment in the key skills of reading and mathematics and the significant improvement in the Early Years Foundation Stage. Strenuous efforts have been made to enhance standards in writing and improve consultation with parents and carers but the impact has been less pronounced.

The school has very effective systems to assess pupils' attainment and track their progress. This leads to a direct, quick response where any underperformance is identified. The monitoring of teaching is thorough, rigorous and systematic, with the result that teaching is consistently good. The governors give good support to the school and have good systems to enable them to challenge as necessary to ensure there is no decline in standards or provision.

The leadership has a very accurate understanding of the school's strengths and weaknesses. It has been rigorous in ensuring that equal opportunities are available to all and that no discrimination is tolerated. All safeguarding requirements were met at the time of the inspection. It has completed a very thorough audit of the community it serves and has a clear action plan. There are considerable strengths in its links, both with its own community, and internationally, although national links have unavoidably lost a little momentum.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

There has been a remarkable improvement since the last inspection in all aspects of the Early Years Foundation Stage. The children make outstanding progress so that their attainment is above what is generally found in all areas of learning. This is because they learn in a very well organised, safe and stimulating environment with excellent support from adults. Children enjoy their learning because they are provided with a vibrant and very well-planned range of activities. There is an extremely well judged balance between adult-led and child-initiated activities. The children's behaviour is exemplary and they respond enthusiastically to all challenges. The leadership is characterised by high expectations and continual reflective analysis of how to improve pupils' learning, exemplified by the recent focus on encouraging boys' writing. Parents and carers wrote enthusiastically about the provision and they appreciate the excellent links with the school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

The vast majority of parents and carers are positive about almost all aspects of the school, notably the quality of teaching and the progress their children make. A small minority of parents and carers judged that the school did not take sufficient notice of their suggestions and concerns, and some comments criticised the quality of communication to parents and carers. During this inspection, the inspection team judged that the school had made concerted efforts to improve the level of communication to parents and carers. However, they agreed with the school's intention to improve the quality of some of the information it provides.

## 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	68	21	31	0	0	0	0
The school keeps my child safe	57	84	8	12	0	0	0	0
My school informs me about my child's progress	31	46	34	50	3	4	0	0
My child is making enough progress at this school	40	59	25	37	0	0	0	0
The teaching is good at this school	45	66	22	32	0	0	0	0
The school helps me to support my child's learning	35	51	30	44	3	4	0	0
The school helps my child to have a healthy lifestyle	43	63	22	32	3	4	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)	32	47	27	40	3	4	0	0
The school meets my child's particular needs	38	56	25	37	2	3	0	0
The school deals effectively with unacceptable behaviour	30	44	26	38	3	4	5	7
The school takes account of my suggestions and concerns	27	40	28	41	7	10	3	4
The school is led and managed effectively	31	46	27	40	7	10	1	1
Overall, I am happy with my child's experience at this school	47	69	18	26	3	4	0	0

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

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 May 2011

Dear Pupils

**Inspection of St Joseph's Catholic Primary School, Portishead BS20 6QB**

Thank you for making us feel so welcome when we visited your school recently. St Joseph's is a good school which has several outstanding features.

This is what we found out about your school.

- You told us you feel very safe in school and that you are exceptionally well cared for, and we agree.
- You receive an outstanding start to your education in the Early Years Foundation Stage.
- The standard of your work is above average and you make good progress.
- Your school is well led and managed.
- You know how to live healthily and most of you make healthy lifestyle choices.
- Your behaviour is excellent and you thoroughly enjoy your lessons.
- Your spiritual, moral, social and cultural development is outstanding.

We have asked the school to work on the following points.

- Improve the standard of your writing by encouraging you to write in more complicated, developed sentences and giving you more opportunity to write at length. You can help by concentrating on those two elements.
- Ensure that when teachers mark your work they give you more precise information about your work and how you can improve it further. You can help by reading any advice carefully and responding positively to it.

I wish you all the best for the future.

Yours sincerely

Alwyne Jolly

Lead inspector

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