

St Joseph's Catholic Primary School, Broadstairs

Inspection report

Unique Reference Number	131126
Local Authority	Kent
Inspection number	360216
Inspection dates	13–14 June 2011
Reporting inspector	Derek Watts

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	John Darby
Headteacher	Diane Holland
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by three additional inspectors, who observed 16 lessons or part lessons taught by seven different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 71 questionnaires completed by parents and carers and others by pupils and staff.

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

- The effectiveness of action to improve pupils' performance in mathematics, particularly that of girls.
- The use of marking to guide and support pupils' learning.
- Pupils' application of literacy and numeracy skills in other subjects.
- The effectiveness of the school's strategies to raise attendance.
- The extent to which all leaders and managers rigorously evaluate performance and bring about improvement.

Information about the school

This is a slightly smaller-than-average primary school. Almost all of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is below average. The school has a number of awards including Activemark, Healthy School status and Eco-Schools. A before- and after-school club is run by the school and the governing body and was part of the inspection.

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

St Joseph's Catholic Primary is a good school. There are some outstanding elements to its work. Good care, guidance and support and the school's very positive atmosphere make a valuable contribution to pupils' personal development. The exceptionally good spiritual, moral, social and cultural development is reflected in pupils' strong personal qualities such as their consideration and respect for others. Pupils feel extremely safe because of the very high emphasis placed on creating outstanding safeguarding procedures. Behaviour is good in lessons and around the school. Pupils adopt a healthy lifestyle by choosing healthy food and participating in regular exercise and sporting activities. They make good contributions to the school and the wider community. Attendance levels are average. While most pupils have good attendance, there are a few families who are not supporting the school's efforts and their children's attendance is low.

Pupils achieve well because of good teaching, an interesting curriculum which is enriched by a wide range of additional activities and their positive attitudes to learning. Good quality provision in the Early Years Foundation Stage leads to good progress for children. Pupils in Key Stage 1 and 2 make good progress overall and attainment by the end of Year 6 is above average. While the school is taking positive steps to tackle this area, pupils' performance in mathematics is a little behind that of reading and writing. Pupils are applying and developing writing skills well in a range of areas. However, there is insufficient investigative and problem-solving work in mathematics and pupils do not have enough opportunities to use their numeracy skills in other subjects.

Teachers create a positive climate for learning. Their explanations, instructions and questioning promote learning well. Assessment information is used effectively to plan teaching and to match tasks to pupils' abilities. Pupils know how well they are doing and what they need to do to improve because they are set specific individual learning targets.

An experienced headteacher provides good leadership and, with staff, has created a very positive school ethos where core values are promoted extremely well. She is well supported by other senior and key leaders. Good partnerships have been established with parents and carers, who are pleased with the care and education provided for their children. Through effective self review, the school knows its strengths and areas for development and takes effective steps to bring about improvements. The school has maintained and built on the strengths identified in the previous inspection. Elements of care and safety are now outstanding and there have been good improvements to pupils' writing. The school demonstrates good capacity for sustained improvement.

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What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics and raise attainment to consistently above average by the end of Year 6 by:
 - increasing the amount of investigative and problem-solving activities in mathematics lessons
 - extending opportunities for pupils to use and apply numeracy skills in other subjects.
- Work more closely with the few families whose children's attendance is low to raise their attendance and overall rates of attendance to above-average levels.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with knowledge and skills a little lower than the levels expected for their age. They make good progress in all areas of learning, and attainment on entry to Year 1 is broadly average.

Throughout the school, pupils show enthusiasm for learning and enjoy the wide range of activities provided. They told the inspectors, 'Learning is fun' and 'We make lots of things.' Pupils in Key Stage 1 and 2, including the more able and those with special educational needs and/or disabilities, make good progress. By Year 6, it is clearly evident from lessons and pupils' work that attainment is above average in English and most pupils are articulate and confident speakers. They enjoy reading and make good progress in this area. Positive action has been taken to improve pupils' performance in writing, and attainment is above average by the end of Year 2 and Year 6. Inspired by Dr Martin Luther King's speech 'I have a dream' and the very effective questioning and demonstrations by the teacher, pupils in Year 6 wrote and presented high-quality persuasive speeches. Throughout the school there are good examples of pupils applying their writing skills in subjects such as history, religious education and science.

Attainment in mathematics is broadly average. Improving pupils' performance in mathematics is a whole-school priority and clear progress is being made. Past assessments indicate that boys were doing better than the girls in this subject. Inspectors found no significant difference between boys' and girls' current performance.

Pupils demonstrate personal qualities such as cooperation, honesty, responsibility and tolerance extremely well. They show a very good knowledge and understanding of different cultures and faiths. In assembly, they reflected on the importance of giving and seeking help. Pupils feel extremely well cared for at school and know that there are always grown-ups they can turn to for help if needed. They make good contributions to the school and to the wider community. Those on the school council represent their fellow pupils well and have contributed to improvements to playground facilities. Pupils raise funds for a wide range of appeals and charities to help those who are less fortunate than themselves. With good personal and literacy skills and improving numeracy skills, pupils are well prepared for their next school and for the future.

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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	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
The extent to which pupils feel safe	1
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	1

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 promotes considerable enjoyment and good learning for pupils. Pupils said, 'Teachers make learning fun.' An outstanding English lesson was observed in Year 6. The teacher's strong subject knowledge, enthusiasm and imaginative use of resources motivated the pupils to produce high-quality work. Lessons are well focused, with clear learning objectives set so pupils know what they are expected to learn. Questioning is used effectively to challenge pupils' thinking and to check their understanding. Pupils' interest is sustained because activities are tailored closely to their abilities and needs. Audiovisual stimuli and effective demonstrations by teachers promote pupils' writing skills well. Teaching assistants are effectively deployed and make good contributions to pupils' learning, particularly for those who need additional help with literacy and numeracy. In just a few lessons, the pace of learning slowed with overlong introductions or overlong 'summing up' sessions. The marking of pupils' work is helpful and constructive and guides pupils' future learning well. However, marking is often more detailed in English than in other subjects.

The curriculum promotes good academic progress for pupils and contributes very well to their personal development. Provision for reading and writing is effective and mathematics is improving. The school is aware of the need to increase opportunities for pupils to use and apply numeracy skills in different subjects. Health education and the wide range of physical activities provided contribute well to pupils' healthy lifestyles. Pupils thoroughly

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enjoy the wide range of clubs including cricket, cross- country running, football, information and communication technology (ICT), netball and rugby. Visits and visitors further enhance the curriculum and pupils' learning. For example, a Year 6 weekend trip to Surrey provides exciting new outdoor experiences such as archery, climbing and problem-solving activities.

Good care, guidance and support are at the heart of the school's ethos. Pupils, parents and carers appreciate the extremely well-organised, safe and secure environment provided. A parent commented, 'Children thrive in a happy and caring environment.' Relationships between adults and pupils are very positive. Pupils with special educational needs and/or disabilities are provided with the good support they need. In partnership with other agencies, the school is successful in supporting pupils and their families who require additional help. The monitoring and promotion of attendance are leading to steady improvements. The school has further actions planned in order to raise attendance to above average. A few pupils take advantage of the well-organised morning and after-school club.

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	2

How effective are leadership and management?

The headteacher is well regarded by pupils, staff and parents and carers. Teamwork in the school is a real strength and so senior leaders and staff are well focused on promoting good quality provision and positive outcomes for pupils. The leadership and management of key areas such as the Early Years Foundation Stage and English are all effective. Leaders and managers are successfully engaged in monitoring performance and improving their effectiveness. The effective monitoring and development of teaching have contributed to the consistency in practice. Teaching and learning are rarely less than good.

Members of the governing body show a clear understanding of the school's strengths and improvement priorities. They are supportive and provide appropriate challenge so as to hold the school to account. Safeguarding is given considerable attention. There are highly effective policies and procedures to protect and safeguard pupils. The monitoring and evaluation of these procedures are rigorous and thorough. All staff are well trained in the area of safeguarding. Safe practices are promoted very well through the school's teaching and curriculum.

All groups of pupils have full access to the range of good quality provision, resulting in good progress in their learning. Equality of opportunity is promoted well and discrimination is very effectively tackled. Community cohesion is promoted effectively. A parent wrote,

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'The school has a strong sense of community.' Partnerships with parents and carers and the local community are good. The curriculum successfully promotes pupils' understanding of different cultures and faiths. There are clear plans to further extend pupils' understanding of life in the wider global community.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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

Good leadership and effective planning are promoting good provision and good outcomes for children. Children settle quickly into the setting because of good induction arrangements and their positive relationships with the adults. They make good progress in their personal, social and emotional development because of the attention adults give to their care and welfare. Children grow in confidence, relate positively to others and behave well.

Interesting activities are planned around themes such as 'People who help us' and 'Minibeasts'. Children are well taught and they thoroughly enjoy the wide range of indoor and outdoor activities provided. Staff assess children's performance well and keep clear records of their individual development and progress. Assessment information is used well to plan learning to meet children's individual needs. There is usually a good blend of adult-led activities and those chosen by the children. Just occasionally, adult introductions are too long and learning slows. Children have good opportunities to explore, be creative and work independently. The setting places good emphasis on developing children's language skills and so they make good progress in speaking and listening. Children enjoy books and make good gains in acquiring and practising early writing skills. They have good opportunities to explore with colour, for example, when they painted large self portraits. ICT is used well to support children's learning and children thoroughly enjoyed controlling

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programmable toys. Good use is made of the outdoor learning areas, where children are encouraged to be active and purposeful learners.

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

Nearly all of the parents and carers who returned the questionnaires are happy overall with their children's experience at the school. They are especially pleased with children's safety in the school, the sense of enjoyment, pupils' preparation for the future and the leadership and management. These positive views reflect the findings of the inspection. A few parents and carers expressed concerns about how the school deals with unacceptable behaviour. Inspectors found that most pupils are well behaved most of the time and that the school has effective procedures for dealing with any unacceptable behaviour that may occur.

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 71 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	69	22	31	0	0	0	0
The school keeps my child safe	56	73	15	21	0	0	0	0
My school informs me about my child's progress	24	34	46	65	1	1	0	0
My child is making enough progress at this school	21	30	43	61	4	6	1	1
The teaching is good at this school	26	37	40	56	2	3	1	1
The school helps me to support my child's learning	27	38	38	54	2	3	1	1
The school helps my child to have a healthy lifestyle	34	48	35	49	1	1	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)	36	51	29	41	1	1	0	0
The school meets my child's particular needs	33	46	30	42	4	6	1	1
The school deals effectively with unacceptable behaviour	30	42	32	45	6	8	1	1
The school takes account of my suggestions and concerns	28	39	32	45	5	7	0	0
The school is led and managed effectively	38	54	31	44	1	1	0	0
Overall, I am happy with my child's experience at this school	38	54	29	41	2	3	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).

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">■ 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.



15 June 2011

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Broadstairs CT10 2BA

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We thoroughly enjoyed our visit. St Joseph's is a good school.

There are some outstanding things. These are the school's main strengths.

- You thoroughly enjoy school.
- Children in the Reception class have a good start and make good progress.
- Your spiritual, moral, social and cultural development is outstanding.
- You are making good progress because of the good teaching.
- A good range of learning activities is provided, including clubs and visits.
- You get on well with each other and your behaviour is mostly good.
- You have a good understanding of how to keep healthy and fit.
- You feel extremely safe at school because teachers and other adults take good care of you and the school has first-rate safeguarding procedures.
- You make valuable contributions to school life and to the wider community.
- The headteacher leads the school well and she receives good support from other key leaders.

We have given your school a few points for improvement.

- Some of you could make more progress in mathematics and we have asked teachers to increase the number of problem-solving activities in mathematics lessons and to give you more opportunities to use your numeracy skills in other subjects.
- A few pupils have poor attendance and are missing out on the good learning opportunities provided. We have asked the school to work more closely with families to help improve attendance where it is low.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts

Lead inspector

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