

St Joseph's Catholic Primary School (Dewsbury)

Inspection report

Unique Reference Number	107733
Local authority	Kirklees
Inspection number	377634
Inspection dates	26–27 September 2011
Reporting inspector	Kathryn Dodd

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	216
Appropriate authority	The governing body
Chair	Leigh Manton
Headteacher	Maureen Fletcher
Date of previous school inspection	09 June 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in nine lessons involving eight teachers. The inspection team held discussions with staff, groups of pupils, with members of the governing body, and with parents and carers. The inspectors observed the school's work and reviewed documentation, including a review of improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 76 questionnaires returned by parents and carers, 68 from pupils and 14 from staff.

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

- Whether pupils are making satisfactory progress, particularly in mathematics and in writing.
- Whether children in the Early Years Foundation Stage make good progress.
- How well teachers use assessment to provide work that matches pupils' varying abilities and how well pupils are involved in understanding how they are getting on.
- Whether the curriculum is adapted well to boost attainment in mathematics and in writing.
- How effectively senior and middle leaders and the governing body review information about pupils' progress and use it to influence their monitoring activities, to shape improvement planning and their evaluation of the school's effectiveness.

Information about the school

The majority of the pupils at this average-sized primary school are White British. The remaining pupils come from an increasingly diverse range of minority ethnic backgrounds, with the largest group being of Asian or Asian British heritage. Although the proportion of pupils that speak English as an additional language has almost doubled since the previous inspection and is now above average, very few are at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. The school has been accredited with Activemark, Eco-schools Bronze Award and has Healthy School status.

Almost all the teaching staff have joined the school since the previous inspection, with three joining in September 2011.

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

This is a satisfactory school. Pupils learn in a warm and welcoming setting. Although the quality of care, guidance and support is satisfactory overall, good quality pastoral care is embedded into daily practices, which helps to ensure that any potential barriers to learning are identified. Pupils show good attitudes to learning and behave well. They are thoughtful, mature and polite. They say they feel very safe and are confident they can 'tell' should they feel worried. Pupils' good understanding of how to lead a healthy lifestyle shows in their eagerness to participate in sporting activities and to encourage one another to eat healthily at break and lunch times. Parents and carers are very supportive and are happy with the quality of education offered.

Learning gets off to a successful start in the Early Years Foundation Stage, where children now make good progress from their usually broadly average starting points. In this class, good opportunities for children to learn independently, and to engage in many exciting and challenging activities that maintain their interest and concentration, contribute effectively to their good achievement. Sometimes, these opportunities are overlooked when children move into Year 1 and beyond. Between Years 1 and 6, pupils make satisfactory progress. Attainment by the end of Year 6 is broadly average. This reflects the satisfactory quality of both teaching and the curriculum. In good lessons, teachers make effective use of assessment information to provide activities and tailor their questions to reflect pupils' varying needs, particularly to challenge the more-able pupils. They explain clearly what their pupils are expected to learn and involve them in understanding how they are getting on and how to improve their work. However, these good practices in teaching and assessment are not yet consistently well applied across all classes, especially in mathematics. As a result, pupils are not always clear about what they have to do to achieve their learning targets and the more able are not always challenged by activities that are closely matched to their learning needs. Furthermore, in mathematics, there are not enough opportunities for pupils to practise their mental calculation skills or to apply them, such as, through solving problems.

Despite the challenges resulting from several changes in staff, leadership and membership of the governing body, the school is moving steadily forward. Improvements in the quality of education in the Early Years Foundation Stage and in accelerating pupils' progress to a good rate in writing, are examples of the school's successes. Other recent initiatives, aimed at strengthening the quality of teaching and the curriculum, are also providing a positive platform upon which to raise

attainment. Although systems are in place to track individual pupil's progress each term, leaders are yet to use this information fully effectively. At present opportunities to spot any variances between groups of pupils, or over time remain overlooked. Furthermore, efforts to check the consistency of the quality of teaching lack rigour. Nevertheless, senior and middle leaders, and members of the governing body, are now focussing on developing their skills so that they can evaluate the information about pupils' progress more accurately and contribute more fully to the school's evaluation of its effectiveness. There is a sensible and realistic view of the way forward. Self-evaluation is broadly accurate and the capacity to improve further is satisfactory.

Up to 40% of the 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?

- Raise attainment and accelerate pupils' progress to a consistently good rate between Years 1 and 6, particularly in mathematics, by:
 - improving the use of assessment information so that activities always match pupils' varying needs, particularly to challenge the more-able pupils
 - making sure that pupils are clear about the steps they need to take to attain their learning targets
 - providing more opportunities for pupils to develop their mental calculation skills and to apply them through solving problems
 - providing more opportunities for pupils to learn through exciting, engaging and challenging activities which further develop their independence.

- Strengthen the quality of leadership and management by:
 - developing the skills of senior and middle leaders and the governing body so that they make an effective contribution to reviewing pupils' performance
 - extending the systems to track pupils' performance in order to pinpoint more precisely variances in the performance of different groups and over time
 - establishing a rigorous approach in checking that the quality of the teaching is at least consistently good.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. Pupils, including those with special educational needs and/or disabilities, and those from varying ethnic backgrounds make satisfactory progress. In lessons, pupils behave well, are keen to learn and most respond enthusiastically to teachers' questions. Pupils generally enjoy their work, especially when discussing learning together, such as in pairs, or collaboratively. This, along with their broadly average attainment and average attendance, means that they are prepared soundly for secondary school. Pupils' concentration sometimes drifts, however, when they sit for too long listening to their teacher or when activities are insufficiently challenging or exciting. In English, progress is accelerating and, for

some pupils, is good, particularly in writing. As a result, attainment in English is rising. In mathematics, however, pupils are not all able to make quick mental calculations, which impacts on their ability to progress at a good rate. There remains a lot to do if pupils currently in Year 6 are to reach their challenging learning targets. Pupils learn together in a harmonious school community, showing respect for one another's similarities and differences. Pupils demonstrate good understanding of other cultures around the world, which is fostered through special themed events, such as, European Day and Airport Day. Pupils are eager to contribute to their school as school councillors, play buddies or by looking after new pupils. They enjoy raising funds for others less fortunate than themselves. Opportunities for pupils to engage fully in the wider community are, however, still developing.

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	3
The extent to which pupils develop skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Positive relationships, teachers' enthusiasm, and pupils' good behaviour make a strong contribution to learning. In good lessons, such as in Years 5 and 6, teachers regularly discuss the lesson objectives, ensuring pupils are clear about what is expected of them if they are to achieve them. Teachers' planning takes good account of pupils' different needs. This is reflected in the tailored questioning of individuals which keeps them on their toes and in practical activities that challenge their thinking. Marking of work is effective when teachers indicate precisely what pupils' next need to do to improve, particularly in literacy. However, there are inconsistencies across the school in both the use of assessment information to provide challenging work for more-able pupils and in how clear pupils are as to what they should do to achieve their learning targets. The curriculum is satisfactory. Pupils' enjoyment of school mirrors the good range of activities beyond day-to-day lessons which broaden their life experiences. Their attainment in writing is rising because opportunities to practise their skills across a range of curriculum subjects are good. Similarly, a good range of additional support programmes in literacy, often effectively delivered by teaching assistants, is helping to accelerate progress. Pupils' progress in mathematics is hampered because there are not enough opportunities for

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

them to develop their calculation skills in order to use and apply them by solving problems. Furthermore, the range of additional support programmes to boost attainment in mathematics is not yet fully developed.

Staff meet pupils' welfare needs effectively. Productive partnerships are forged with external support agencies, enabling pupils with special educational needs and/or disabilities to make satisfactory progress. Well thought through arrangements for welcoming new pupils, including those who are at an early stage of learning to speak English, ensure that they settle quickly into school and feel happy and safe. Children in the Early Years Foundation Stage are supported effectively to become independent, inquisitive and eager young learners. This good start is not yet consistently well built upon as they transfer into Year 1 and beyond.

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	3

How effective are leadership and management?

Leaders place a good emphasis on the inclusion of everyone, with pupils' welfare a priority. They are starting to use pupils' progress information to spot more precisely where learning is too slow, to set more challenging learning targets and to ensure increased equality of opportunity. This is why, for example, accelerating pupils' progress in mathematics is already a school priority. Even so, they are yet to adopt a rigorous approach to checking that the quality of teaching is consistently good. In their quest to bring about improvement, leaders forge productive partnerships with others, such as, the local authority and other schools. Although these partnerships are successfully helping to extend the quality of provision in some areas, for example, in sport and music, they are yet to impact on accelerating pupils' progress to a good rate. The partnership with parents and carers is improving. Opportunities for parents and carers to find out about what and how their children learn have recently been extended. However, their views are not yet sought regularly enough for them to influence school decision-making.

The governing body makes a satisfactory contribution. It has a good understanding of the school's strengths and areas needing development, but has not developed the skills needed to hold it fully to account for its performance, including some arrangements for safeguarding the pupils. Nevertheless, safeguarding procedures, which have recently been reviewed and strengthened, are satisfactory. Good procedures are securely in place to safeguard those at most risk. The school makes a satisfactory contribution to community cohesion. It has a clear understanding of its context. This is why, despite the increasingly diverse pupil population, pupils learn in a very harmonious school community. Opportunities for pupils to engage with other diverse groups, such as in other nearby schools, are developing at a good rate. However, leaders are yet to evaluate fully the impact of this area of its work.

These are the grades for the 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	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start in the Reception class, their skills are usually similar to those typical for their age. The warm and very caring relationships between adults and children, along with the bright, lively, well organised and resourced learning environment, ensure that children enjoy learning and feel very safe. Good progress means that by Year 1, a higher than average proportion of children now reaches the expected learning goals nationally. Children's personal, social and emotional development is good. Adults plan a wide range of opportunities to develop children's independence, to understand routines and boundaries, to listen and respect adults and one another, to take turns, to share and to behave well. Good quality questioning by adults ensures that children's small steps in achievement are identified. Their records of this information, including those provided by parents and carers through the 'WOW voucher scheme', are used effectively to ensure that future activities match closely to children's varying needs. Recently, children's rate of progress and their attainment by the start of Year 1 has been rising. This reflects good leadership and management. Through effective teamwork and in partnership with others, staff have successfully improved the quality of provision, both indoors and outside. They know that their next steps are to provide more opportunities for children to develop their mathematical calculation skills and to share their good practices in promoting independent learning with Year 1.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned questionnaires and those who talked with the inspectors express their support for almost all aspects of the schools' work. They overwhelmingly agree that their children enjoy school and are safe. They see recent

improvement initiatives as 'fantastic additions', particularly noting the positive impact of homework 'learning logs' and new role play opportunities in Year 2, on their children's enthusiasm for learning. A very small minority of parents and carers expressed concern that their children did not make enough progress. Although pupils' progress is satisfactory, they, particularly more-able pupils do not always have the opportunity to show their full capabilities.

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 (Dewsbury) 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	51	34	45	0	0	0	0
The school keeps my child safe	45	59	28	37	0	0	0	0
The school informs me about my child's progress	33	43	37	49	5	7	1	1
My child is making enough progress at this school	24	32	43	57	6	8	2	3
The teaching is good at this school	31	41	40	53	3	4	1	1
The school helps me to support my child's learning	35	46	35	46	3	4	1	1
The school helps my child to have a healthy lifestyle	38	50	35	46	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)	30	39	34	45	3	4	1	1
The school meets my child's particular needs	32	42	39	51	2	3	2	3
The school deals effectively with unacceptable behaviour	35	46	31	41	7	9	0	0
The school takes account of my suggestions and concerns	27	36	39	51	6	8	2	3
The school is led and managed effectively	31	41	37	49	6	8	2	3
Overall, I am happy with my child's experience at this school	38	50	34	45	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.



28 September 2011

Dear Pupils

Inspection of St Joseph's Catholic Primary School (Dewsbury), Dewsbury, WF13 4HY

Thank you for the warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a satisfactory school. By Year 6, your attainment is similar to that expected for your age and you make satisfactory progress. We were particularly pleased to:

- see children in the Reception classes making good progress, getting excited about learning and making choices about what, where and how you learn
- see your good behaviour and how keen you are to make sure that new children feel very welcome, safe and happy
- see you respond so quickly and sensibly when the fire alarm went off
- find out just how much you know about how you can keep yourself healthy
- find out how much you enjoy special themed days, like European Day. I particularly enjoyed joining in your French Dancing lesson.

We have asked that some improvements be made. These are to make sure that:

- your teachers help you make consistently good progress, particularly in mathematics, so that your attainment rises
- you are all given work that makes you think really hard, always excites you and gives you the chance to learn independently
- you are all clear about what your learning targets are
- you are given more chances to practise your calculation skills
- adults with special responsibilities and the governing body check more carefully that you learn equally well in all your classes.

You can help by making sure that you tell your teacher if your work is too easy or hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best in everything you do.

Yours sincerely,

Kathryn Dodd
Lead Inspector

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