

St Joseph's Catholic Primary School (Huddersfield)

Inspection report

Unique Reference Number	107749
Local authority	Kirklees
Inspection number	377638
Inspection dates	5–6 October 2011
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	M Kelly
Headteacher	D Williams
Date of previous school inspection	26 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and parts of lessons led by 11 teachers. The inspectors held meetings with representatives of the governing body, the staff, parents and carers and groups of pupils. The inspectors observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan, information about children's progress and attainment data. The inspectors analysed 81 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The progress more-able pupils make in writing at Key Stage 1.
- Whether pupils are sufficiently involved in assessing and improving their own learning.
- The extent to which the curriculum is broad and balanced.
- Whether the governing body is effective in holding the school to account.

Information about the school

St Joseph's is an average-size primary school. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils identified with special educational needs and/or disabilities is below average. The majority of pupils are from White British families. The proportion of pupils of minority ethnic heritage is about average and increasing. A small proportion of pupils are at an early stage of learning English. The school has achieved Activemark and a local authority Healthy School's Gold Award.

Almost half of the teaching staff, including the headteacher, have been appointed to the school since the previous 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

This is a good school. The headteacher, with effective support from staff and the governing body, provides a clear vision that ensures that pupils of all abilities are eager to learn and achieve well. The good care, guidance and support and strong partnerships contribute well to pupils' good behaviour and good attitudes to work. The school has good procedures for monitoring and evaluating the quality of its work and for professional development for staff. As a result, the school has continued to develop since it was last inspected and there is a good capacity for further improvement.

The school is successful in helping groups of pupils of all abilities, including those in vulnerable circumstances and the more able, to make good progress and reach challenging targets. Those who speak English as an additional language also progress well. Pupils' attainment is above average in English and mathematics by the time they leave school in Year 6. Pupils have a good understanding of how to stay safe from harm. They are friendly and considerate towards each other and have a good understanding of right and wrong. They are reflective and thoughtful and their spiritual, moral, social and cultural development is good. Pupils have a good knowledge of how to live a healthy lifestyle and they take advantage of challenging physical activities during and after school. Pupils contribute to the school and local community. For example, the school council has been involved in staff interviews and organising fund-raising events. However, their understanding of the diversity of modern Britain and involvement in the wider community are less well developed.

The quality of teaching is good. Relationships are excellent and teachers make lessons exciting through the stimulating use of games, puzzles and role play. Lessons are generally brisk and challenging. Very occasionally, the work during lessons is not matched closely enough to consistently meet all pupils' learning needs. In these lessons pupils do not always make the best progress they could. Teachers make good use of marking to identify areas for improvement. However, some opportunities are missed to involve pupils enough in assessing and improving their own work and, therefore, extend their understanding of what is expected of them. There are well-planned programmes to develop pupils' literacy and numeracy skills. However, some opportunities are missed to promote basic skills through work in other subjects. As a result, the curriculum is satisfactory overall. Teachers know their pupils well and track their progress carefully. Carefully focused support ensures that pupils at risk of falling behind are identified quickly, and also make good progress. Parents and

carers are proud of the school. A typical example of their views is, 'I am very happy with the school. It is well organised and my child's teachers are keen, motivated and able. The school is well led; it is an inclusive environment and a welcoming institution.'

What does the school need to do to improve further?

- Improve pupils' progress and teaching by:
 - ensuring that pupils' learning needs are accurately met throughout the lesson
 - increasing opportunities for pupils to assess, manage and improve their own work.
- Increase opportunities for pupils to apply their skills in literacy, numeracy, and information and communication technology through their work in other subjects.
- Improve pupils' knowledge and understanding of the diversity of modern life in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and are ambitious to achieve well. They take pride in their work and present it well. Pupils read fluently and accurately. Writing is also strong and pupils of all abilities often write with imagination for different purposes. They enjoy working independently and with others and make good use of different sources of reference such as dictionaries. They spell accurately and use punctuation creatively. Pupils increasingly apply their well-developed calculation skills in practical problem-solving skills. All these skills contribute well to the good progress pupils of all abilities make and generally equip them well for their future learning.

Children enter the Early Years Foundation Stage with skills which are generally typical for their age. Pupils of all abilities make good progress in reading, writing and mathematics through both key stages. A focus on pupils' reading and writing skills at Key Stage 1 has been successful and pupils' standards in writing have improved. Attainment is above average in Year 6. All groups of pupils build well on their individual starting points at all stages of their education. This is reflected in good trends in the results of national tests and assessments. Very occasionally, pupils do not make the best progress they could when they are not fully occupied, at all points of the lesson, with work that best matches their needs. More-able pupils rise to the challenge of very clear targets. Pupils with special educational needs and/or disabilities develop both their basic skills and very positive attitudes to learning. The careful tracking and evaluating of pupils' progress ensure that both boys and girls achieve well. The effective deployment of teaching assistants and early support contributes to the good progress of pupils who speak English as an additional language.

Pupils work and play in harmony. Older pupils take good care of younger ones. Behaviour is good and sometimes excellent in the classrooms and outside. Pupils show kindness and consideration towards each other and are attentive to adults and other children. They say they feel safe and provide explanations to support their understanding. Pupils have a good understanding of what constitutes a healthy meal and know how to avoid the dangers of alcohol and drugs. Pupils are competitive and successful in several team games for both boys and girls, such as netball and football. They reach high standards in swimming. Pupils have a good knowledge of, and involvement in, the school and its immediate community. They benefit from the school's strong partnership with parents and carers. However, they have few first-hand links with pupils in different circumstances and their knowledge of a range of faiths and cultures is less well established. Pupils are thoughtful and appreciate the many opportunities for prayer and reflection. They clearly enjoy school.

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

How effective is the provision?

Teamwork is a strength of the teaching. Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. Detailed planning for literacy and numeracy lessons ensures pupils' progress is good. Teachers often challenge pupils to think deeply and solve problems and carry out investigations by carefully targeting their questions. In most lessons expectations are high and pupils strive hard to meet them. Lessons are regularly brought to life through the teachers' use of information and communication technology and through role play, competitions and games. Teachers and support staff are prompt to offer guidance in lessons to correct any misunderstanding. This encourages pupils with special educational needs and/or disabilities to achieve well. For most of the time, teachers match work accurately to pupils' ability. However, on a few occasions, teachers do not make the best use of pupils' time in lessons by ensuring they are consistently engaged in tasks which are closely matched to their abilities. Very occasionally, they do not make certain that pupils are getting straight down to their

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

work and being as productive as they can be. In a small minority of lessons, there is not enough adult support for all learners to make the best progress. Teachers make good use of marking and 'target ladders' in English and mathematics to help pupils improve their own work and reach challenging targets. However, they miss some opportunities for pupils to develop the skills to assess how well they are doing and contribute fully to improving their own work.

The school makes particularly good use of the teaching of pupils in groups of similar ability across classes to boost learning in English and mathematics. However, although the school is increasingly developing links between subjects, some opportunities for pupils to apply their literacy, numeracy, and information and communication technology skills in challenging and relevant ways are sometimes missed. Very occasionally the tasks set are overly structured and do not give pupils enough opportunity to apply and manage their own learning. As a result, the curriculum is satisfactory overall. A good range of extra-curricular activities, sometimes in partnership with other schools or sporting organisations, enriches pupils' personal and physical development. The provision for pupils with special educational needs and/or disabilities is well planned as are opportunities for those at an early stage of learning English. Pupils have opportunities to learn another language and participate in musical events. There are close links with the church but opportunities to learn more about other places of worship are underdeveloped.

The school has good systems to support pupils who are vulnerable due to their circumstances. Enthusiastic and well-trained staff maintain good records of pupils' personal development and academic progress, ensuring that their needs are very well met. This work is successful in breaking down significant barriers to learning. A good partnership with specialist support agencies is established. Good monitoring ensures parents and carers receive a suitable range of information on their children's progress as well as useful guidance on ways to support their children's future learning, including making good and safe use of the internet.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has quickly established a clear sense of direction and positive ethos following a period of change after the retirement of the previous long-serving headteacher. He is ably supported by senior staff, although some are new to their roles. There are good procedures in place to monitor and improve the quality of teaching and provision. The thoroughness and enthusiasm of all staff to share good practice is becoming well embedded in all aspects of its work. They are supported by an increasingly effective governing body. However, there have been several changes to membership and leadership of the governing body and new governors are still

settling into their roles. As a result, the effectiveness of the governing body is satisfactory overall. Self-evaluation is supported by effective systems to gather and act upon the views of pupils, parents and carers and involve them well in decision making and school improvement.

The school has a realistic understanding of its immediate context and is involved in some local projects and initiatives but is only beginning to develop links with communities in other parts of the world. As a result, the promotion of community cohesion is satisfactory overall. The commitment of parents and carers to the life of the school is good. They have every confidence in the management of the school and they give time, energy and resources to its development. They make a good contribution to pupils' learning through their involvement in a wide range of school activities and the use of homework.

The school promotes equality of opportunities well. Although, occasionally, progress varies in lessons, there is no overall difference in progress of the different groups of pupils. Both pupils and staff take any necessary steps to avoid any discrimination. Appropriate policies and well-managed record keeping contribute to sound procedures for safeguarding. The school provides effective financial management and ensures that it gives good value for money.

These are the grades for the 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	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills which are generally typical for their age. Children of all abilities, including those with special educational needs and/or disabilities make good progress. This is a direct result of the good leadership by the Early Years Foundation Stage leader who is becoming increasingly well established in her role. There are good induction systems to support children and to help them quickly settle in to the Early Years Foundation Stage. The school has established many opportunities for strong links with the different pre-school providers that children attend prior to starting Nursery. Good links with parents and carers contribute to the smooth start children make. Effective systems are in place to monitor progress and to share information with parents and carers. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are

good. A good balance between adult-led activities and those that children choose for themselves contributes well to all areas of learning. Activities are often exciting and meaningful. For example, children have challenging problem-solving activities for counting and early computation. Early letter recognition and mark making skills are taught well. However, very occasionally, opportunities are missed to reinforce learning in early communication and number skills through outdoor activities. This is a priority for development. Children and staff make good use of a wide range of resources for information and communication technology to develop basic skills and learn more about the world around them. As a result of these experiences, children enjoy themselves and are well prepared for their next stage of education.

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

Almost a third of parents and carers responded to the questionnaire, which is around the typical level of response. Parents and carers are very supportive of the school. They particularly commented on the warm, caring ethos and the stimulating learning opportunities. They feel that staff are helpful and approachable and that the school is well led. They feel their children are very well prepared for the next stage of their learning. A very small proportion of parents and carers felt that the school did not always deal effectively with pupils' behaviour and a similar proportion felt they did not receive enough information about their child's progress. Inspectors looked at these aspects carefully. During the inspection, behaviour was managed well. The evidence showed that the school provides good quality information on pupils' progress.

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 (Huddersfield) 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 276 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	59	23	28	0	0	0	0
The school keeps my child safe	47	58	25	31	0	0	0	0
The school informs me about my child's progress	21	26	50	62	7	9	1	1
My child is making enough progress at this school	27	33	47	58	2	2	1	1
The teaching is good at this school	30	37	48	59	2	2	0	0
The school helps me to support my child's learning	23	28	53	65	3	4	1	1
The school helps my child to have a healthy lifestyle	26	32	51	63	2	2	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)	27	33	46	57	0	0	0	0
The school meets my child's particular needs	29	36	48	59	0	0	1	1
The school deals effectively with unacceptable behaviour	28	35	44	54	5	6	1	1
The school takes account of my suggestions and concerns	24	30	44	54	4	5	0	0
The school is led and managed effectively	25	31	51	63	1	1	1	1
Overall, I am happy with my child's experience at this school	34	42	44	54	1	1	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 are 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.



7 October 2011

Dear Pupils

**Inspection of St Joseph's Catholic Primary School (Huddersfield),
Huddersfield, HD5 9HU**

Thank you for the friendly welcome you gave the inspectors when they visited your school this week. We really enjoyed talking to you and seeing you in your lessons and at playtimes.

These are some of the things I found out about your school.

- You go to a good school. You make good progress through school and reach above average standards.
- The headteacher, staff and the governing body work hard to make your school the best it can be.
- The school takes good care of you and you feel safe and behave well.
- You have a good understanding of how to keep fit and healthy and love the opportunities for sports and games.
- You enjoy your lessons and teachers give you fun things to learn about.
- Your parents and carers are proud of you and your school.
- You are thoughtful and kind to each other. Older pupils look after young ones well.
- Occasionally, you are not involved in checking and improving your own work and sometimes lessons do not match all your needs.
- Your reading, writing and mathematics and other skills are generally good. However, you do not always have enough chance to practice them in different subjects and to find out more about the world around you.

To help your school become even better, I have asked your headteacher and the governing body to improve these last two points.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark
Lead inspector

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