

# St Joseph's Catholic Primary School, Wrightington

Mossy Lea Road, Wrightington, Wigan, Lancashire, WN6 9RE

**Inspection dates** 13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The quality of care, guidance and support provided for pupils is outstanding. Pupils are warmly welcomed and equally valued, and discrimination has no place.
- Pupils' achievement is better than at the last inspection in both their academic and personal development. They leave Year 6 with above-average standards in reading, writing and mathematics and they develop good social skills.
- In addition to numeracy and literacy, pupils do well in art, aspects of history and in their use of information and communication technology (ICT).
- Behaviour and safety are excellent. Pupils are eager to learn. They are polite, courteous and caring. Bullying is virtually non-existent.
- Teaching is good and at times outstanding. Lessons are generally well planned and interesting. Teaching assistants work closely with teachers to meet the needs of all pupils.
- Parents are unanimous in their support for the school. They value its family atmosphere, the good communication provided and the academic progress of their children.
- The headteacher is supported by a high quality governing body. They have a clear focus on improving teaching and pupils' achievement both of which are now good.
- The school has an accurate understanding of its strengths and weaknesses.
- The improvement since the last inspection and the current quality of leadership means that the school is well placed to improve in future.

### It is not yet an outstanding school because

- The standard of boys' writing is below that of girls.
- Teaching is not outstanding because of some variations in its quality which reduces progress at times.
- Pupils are not aware enough of the way of life and cultures of people different to their own.
- Pupils are not always given opportunities to fully develop their organisational skills or deepen ideas together through discussion.

## Information about this inspection

- The inspectors observed nine lessons or part lessons.
- Meetings were held with a group of pupils, governors, the staff team and a representative from the local authority.
- The inspectors took account of the 27 responses to the online questionnaire (Parent View) that were submitted during the course of the inspection and referred to a recent governor's survey of the views of parents.
- A range of school documentation was evaluated. These included the procedures relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.

## Inspection team

David Byrne, Lead inspector

Additional Inspector

Rebecca Lawton

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of pupils supported through school action is below average as is the proportion supported through school action plus or with a statement of special educational needs.
- All pupils are of White British heritage.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school provides before- and after-school care for pupils. It is subject to a separate inspection by Ofsted.

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

- Maintain the focus on improving the quality of teaching so that it is outstanding, to raise pupils' achievement further by:
  - helping boys to improve their writing and strengthening their spelling, grammar and handwriting skills
  - removing the variations in teaching by sharing the best practice that exists within the school
  - enabling pupils to use their initiative and develop their organisational skills by promoting more debate and discussion amongst pupils about their work
  - refining the curriculum so that pupils gain a deeper insight into the customs and cultures of people different to themselves both nationally and globally.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well. Extremely rapid progress in the Early Years Foundation Stage sets children up very well to take full advantage of their future education. They move from starting points that are generally at or better than those typical for their age to standards that are above average at the start of Year 1.
- A steady improvement in standards is underway at Key Stage 1 and there has been a rapid rise in Key Stage 2. In 2012, results were above average at the end of Year 6 and Year 2. Robust data held by the school, supported by inspection evidence, indicates that pupils are working at levels that exceed expectations for their age in all classes. This indicates that the current good standards at Year 6 are set to increase further in future.
- Pupils read fluently and widely. They tackle new and unfamiliar words well because they develop a good understanding of letters and their sounds (phonics). Pupils access books from a young age. This contributes to the better than average outcomes gained by pupils in the Year 1 phonics national screening test in 2012. The pupils' confidence in reading sets them up very well for learning and they reach above-average standards in reading at Years 2 and 6.
- In writing, pupils develop good early skills in the Early Years Foundation Stage. By the end of Key Stage 1, many children are writing short passages with confidence. They use sentences correctly and place basic punctuation in the right places. Standards are just above average at Year 2. In Years 3 to 6 rapid progress is underway, although the impact on Year 6 results is not yet fully evident. In 2012, overall standards are above average by Year 6 and are improving.
- The standard of girls' writing is better than boys. Girls tend to have better standards of spelling, use of grammar and handwriting. The school is aware of this and starting to take steps to narrow the gap.
- In mathematics, a strong and sustained rise in standards is underway. In Year 6, the proportion of pupils surpassing the standards expected for their age is above average.
- Disabled pupils and those who have special educational needs make good progress from their starting points. This is because staff understand their learning needs and make rigorous efforts to meet them.
- There have been no pupils eligible for free school meals in Year 6 for the last two years. School data for pupils in other year groups indicates that some, but not all, of these pupils are working at a slightly lower level than pupils who are not in receipt of the funding. Staff offer targeted support to any pupil at risk of falling behind and include these pupils if required.
- Pupils use their reading, writing and mathematical skills to improve their learning in different subjects such as history and science. They use and apply their ICT skills regularly.

### The quality of teaching is good

- Teachers use information about how well pupils have learned to help them plan future activities that meet the needs of each pupil. They involve pupils well in assessing their own work and identifying the steps needed to improve.
- Teachers make it very clear to pupils of different ability precisely what they are expected to do and to achieve during their lessons. This ensures that they generally make good or better rates of progress in all subjects.
- Teaching is outstanding in the Early Years Foundation Stage. Excellent organisation of the class and outdoor area helps children to learn really well. Great emphasis is placed on developing children's understanding of phonics. As a result children are confident to write in the 'writing hut'. They compose recipes for chocolate marshmallows to post to Mrs Santa and they proudly spell out and write their names. Children have good physical skills. They use them to explore their world and were amazed to discover ice in their exploration tray! Utterances of amazement filled

the room.

- There are outstanding elements to teaching in upper Key Stage 2. Here, lessons are packed with a range of interesting activities that are extremely well matched to each pupil's needs. During an excellent lesson focusing on grammar, a variety of different activities kept everyone totally engrossed in their tasks. The teacher skilfully helped pupils to understand how well they were learning and how to improve even further.
- A strong feature of all lessons is the emphasis teachers give to guiding, in turn, groups of pupils who are organised by ability. This guided approach to reading, writing and mathematics adds to the good or better rate of learning of all pupils.
- Occasionally, teachers give too much guidance to pupils. This limits their capacity to use their initiative and fully develop their organisational skills. Also, at times, opportunities are missed for pupils to deepen their knowledge and skills through debate and discussion. At these times, pupils are not as independent or as productive.
- Teachers make good use of ICT to present their ideas and capture the pupil's attention. Mobile technology, such as laptops, is used in lessons to boost learning. Pupils are encouraged to participate in online mathematical competitions and spelling challenges. Homework is regular and systematic; the vast majority of parents are pleased with the school's approach.

### **The behaviour and safety of pupils** are outstanding

- The vast majority of parents who expressed an opinion feel that pupils are well behaved and cared for. This is indeed the case; pupils are extremely well behaved at all times. Records held by the school show that aggressive behaviour is almost unknown and pupils are adamant that they are safe at all times.
- Pupils move around safely showing respect and consideration for others. Their love of school is seen in their smiling faces and enthusiasm for lessons. Attendance is consistently above average and punctuality is very good.
- A raft of highly effective strategies to promote good behaviour and tackle bullying underpins these excellent outcomes. Regular events such as 'Anti-bullying week', ensure that pupils have an excellent understanding of different types of bullying, including cyber-bullying.
- Pupils compete to get house-points for good behaviour and helpful actions. Pride is taken in gaining achievement tickets for good work, which gives a chance to gain a prize as part of a weekly 'raffle'. Pupils are mortified if they lose any minutes from their weekly 'Golden Time' – a 20 minute session each week when pupils are able to choose for themselves what they learn.
- Pupils develop advanced attitudes to keeping themselves safe and healthy. Events, such as the annual 'Health Week', builds positive attitudes towards making the right choices to keep fit, eating sensibly and avoiding abuse of the body.
- The pupils respond extremely well to the excellent spiritual, moral and social guidance they receive. They develop very positive attitudes to life and learning through the teaching of common values. While they have a mature understanding of their own culture, their knowledge of different cultures and lifestyles, both nationally and globally, is less well developed.

### **The leadership and management** are good

- The headteacher has the respect of staff, governors and parents. Her vision has created a school which ensures that pupils are cared for extremely well and educated to a good standard. Care is taken to make sure that everyone is treated equally and discrimination of any sort is not accepted.
- The introduction of reviews of pupils' achievement each half-term gives staff a clear picture of how well each pupil is doing. If there is a hint of anyone falling behind, swift action is taken to give support. This process involves excellent teamwork between teachers and support staff.

- More productive systems are in place to check on, and improve, the quality of teaching. Consequently, the school is aware of the few aspects of teaching that require strengthening. The headteacher and governors are very aware of the link between teachers' pay and the effectiveness of teaching. The targets set for teachers in their work are challenging and help pupils to improve their achievement.
  - The curriculum is well planned and is better than it was at the last inspection. It prepares pupils much better in literacy, mathematics and ICT. Pupils have good opportunities to apply their literacy, numeracy and ICT skills to other subjects. Greater attention is now being given to capturing the interest of boys in writing.
  - Pupils can access musical instruments, learn French, develop good skills in art and acquire an interest in history and geography. Subjects are adapted well to meet the needs of disabled pupils and those with special educational needs. Not enough is done to widen the pupils' knowledge of the richness and diversity of culture in modern society.
  - The local authority is always there to support the school. It provides an objective view of the school's performance and this agrees with the school's own perspective of how well it is doing. The support is provided for managing aspects of financial management and training is available for senior leaders, governors and staff.
  - **The governance of the school:**
    - High quality governance keeps the school on its toes. Governors are very well informed and have benefitted from training to strengthen their contribution since the previous inspection. They work closely with the headteacher and staff to gain a clear picture of the school's effectiveness. The information gathered leads to very well structured development plans for improving the school even further. All finances are carefully checked to make sure that it is spent wisely, including the small income gained from the pupil premium. Governors are meticulous in ensuring that all statutory requirements are met including procedures to secure safeguarding.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119696
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405880

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

<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>	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Philips
<b>Headteacher</b>	Janice Keating
<b>Date of previous school inspection</b>	29 September 2010
<b>Telephone number</b>	01257 423092
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