

St Joseph's Catholic Primary School, Barnoldswick

West Close Road, Barnoldswick, Lancashire, BB18 5EN

Inspection dates 13–14 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. Children start the Early Years Foundation Stage with skills that are below levels typically expected overall and attain standards that are above average by the end of Year 6.
- Teaching is good. Relationships are strong and this creates a positive climate for learning. Teachers use questioning well to develop pupils' understanding. Teaching assistants take an active role in the classroom and provide good support for pupils.
- Behaviour is good and pupils feel safe. Pupils want to learn and do well. They are rightly very proud of their school and teachers. There have been no exclusions.
- The headteacher has high expectations and a clear vision for the school. The regular checks made of teaching are having a positive impact on achievement, which is rising. This is an improving school because of good leadership and governance.

It is not yet an outstanding school because

- Teaching is good and not outstanding. Pupils do not make equally strong progress in all classes. Not all pupils understand what it is they need to do to improve their work in literacy and numeracy. Not all teachers consistently set next steps for pupils and then provide opportunities for pupils to respond to their marking. This slows their progress.
- Subject leaders and senior leaders who are new to their post are at the early stages of developing their role of checking aspects of the school's performance in order to bring about improvement.

Information about this inspection

- The inspector observed four lessons and visited various classrooms for shorter periods of time. Two lessons were jointly observed with the headteacher.
- Meetings were held with groups of pupils, senior leaders, and teachers with responsibilities for leading and managing subjects and key stages. A meeting was held with members of the governing body. The inspector had a telephone conversation with a representative from the local authority.
- Results from 40 responses to the on-line questionnaires (Parent View) were taken into consideration by the inspector.
- The inspector observed the school's work, and looked at a number of documents including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Pritiben Patel, Lead inspector

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- Most pupils are of a White British background. An increasing proportion of pupils come from other White backgrounds and Pakistani heritage. The proportion of pupils speaking English as an additional language is below average.
- The proportion of pupils supported through school action is above the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs, is above the national average. Pupils' needs relate mainly to speech, language, communication and specific learning difficulties.
- The proportion of pupils known to be eligible for the pupil premium funding is below average. This is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a before-school club to help parents with childcare.
- The acting headteacher became the permanent headteacher in February 2013. The deputy headteacher took up her post in June 2013.

What does the school need to do to improve further?

- Improve the quality of teaching and learning from good to outstanding by ensuring:
 - pupils make strong progress in all classes throughout the school
 - all pupils understand their next steps for improvement in literacy and numeracy
 - teachers consistently set next steps in their marking and then provide opportunities for pupils to respond to their feedback.
- Develop leadership and management by ensuring that subject leaders and senior leaders who are new to their post check all aspects of the areas they lead, in order to bring about improvement.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with a wide variation of abilities. Overall, children have skills below those expected of four-year-olds. More children are starting school with specific needs and/or speaking English as an additional language. Children make good progress because teaching is secure and they attain average standards by the time they enter Year 1.
- Standards over time, by the end of Year 6 are above average in English and mathematics. In 2012, there was a dip at the end of Year 6. The small numbers in these groups and the differing characteristics of the pupils makes comparisons with other years less accurate.
- The school's progress information shows that a favourable proportion of pupils make expected and better than expected progress from their starting points in reading, writing and mathematics, representing good achievement. The school's current predictions for 2013 for Year 6 show standards to be average overall, but this masks the good progress that pupils make. Disabled pupils or those who have special educational needs are making good progress because of the effective extra support they receive in the classroom, as well as the additional literacy and numeracy programmes they access.
- There are no gaps in the achievement of significant groups of pupils. Pupils from other White backgrounds and those of Pakistani heritage achieve well because the progress of all pupils is tracked on a termly basis and any pupil falling behind is identified and supported. Those pupils entitled to pupil premium funding, including the very small number of pupils known to be eligible for free school meals achieve as well as their peers. Equality of opportunity is promoted well for all pupils.
- Pupils are grouped according to their ability in the Early Years Foundation Stage, Years 1 and 2 for phonics (the sounds that letters make) teaching. This is having a positive impact on pupils' reading skills and more pupils than nationally attained the expected standard in the Year 1 phonics test. Pupils' writing is the weakest area of performance in comparison to reading and mathematics. This has been identified by senior leaders and teachers are beginning to provide more opportunities for pupils to practise their writing skills in different subject areas. Pupils in Key Stage 2 are taught mathematics in ability groups. This had a positive impact in 2012 as more pupils than nationally attained the highest level in mathematics in Year 6.
- The vast majority of parents say that their children make good progress at the school.

The quality of teaching

is good

- Parents say that their children are taught well. Pupils agree with this. Teachers have high expectations. This was illustrated well when one pupil representing the views of many said 'Teachers push us to do our best'. This was evident in a Key Stage 2 literacy lesson where pupils were learning to write a report. The teacher asked questions at a fast pace which ensured that pupils were focused and made good progress.
- Teachers provide activities that are practical and engaging so that learning is exciting. For example, in a Key Stage 1 numeracy lesson pupils were learning about capacity. They enjoyed pouring lentils into a range of containers in order to understand that a different amount would be needed to fill the various containers.
- There is also good promotion of literacy skills in lessons which meet the needs of pupils well. For example, in the Early Years Foundation Stage children were reading the story of Handa's Surprise. The teacher was supporting pupils in both reading and spelling the wide range of exotic fruits from the story.
- Teachers share the focus for the lesson with pupils and provide them with clear steps to success. Consequently, pupils understand what they are learning about in the lesson and what they have to do to complete their tasks.

- Teaching assistants provide a good support to disabled pupils and those with special educational needs as well as those who are more able. As a result, all pupils achieve well.
- However, teaching is not good in all lessons and consequently progress is not consistently strong. This is because not all pupils understand precisely what it is they need to do to improve their work in literacy and numeracy and this hinders their progress. Teachers do not consistently set next steps for the pupils when they mark their work, and when they do, pupils do not always have the opportunity to respond to marking. As a result, learning is not maximised.

The behaviour and safety of pupils are good

- Pupils say, 'Behaviour in school is of a high standard'. Pupils are friendly, polite and have positive attitudes to their learning. A comment made by a member of the governing body sums up the way that everybody in the school works and supports each other when he said, 'We are like a family'.
- Pupils say they feel safe in school. They have a good understanding about how to keep safe when using their bikes and crossing roads. They know about illegal drugs and the impact of excessive alcohol and smoking on their bodies from the 'Life Caravan', that teaches them about how to keep healthy. Pupils also know how to keep themselves safe when using the internet.
- Additional support is provided so that pupils have good emotional well-being. For example, circle time provides opportunities for pupils to share and address any concerns they may have. Vulnerable pupils are well looked after and supported so that they achieve in line with their peers. There have been no exclusions and pupils say that bullying is not an issue for them. There have been a small number of racist incidents but in the main as pupils say, 'We have fun' together.
- Pupils take the different responsibilities they have in school seriously. Members of the Eco Group are proud of the greenhouse they have made out of plastic bottles. The school council develop the wildlife garden and grow their own vegetables. Play leaders help others to play and organise games at lunchtimes.
- Pupils greatly enjoy having their talents and efforts recognised, for example, in the Friday celebration assembly. Pupils enjoy receiving the Star Awards and the headteacher's award for both academic and personal achievement.
- Staff have worked hard to improve pupils' understanding of different cultures since the last inspection. For example, pupils learn about a different culture every term and they visit different places of worship, such as the Mosque, Sikh Temple and the Hindu Temple.
- Pupils want to do well. However, they do not always have the opportunity to take control and lead their own learning in all lessons. School leaders have identified this as an area for development and have put plans in place to develop pupils' independence.
- Pupils very much enjoy coming to school and this is demonstrated by their above average attendance. As one parent said, representing the views of many, 'My child comes home smiling'.

The leadership and management are good

- The new headteacher has managed the school well during her transition from being in the classroom to senior leadership. She has galvanised the support of both staff and parents, both of whom hold her in high regard. Staff at all levels are highly supportive of one another and work well as a team.
- The new deputy headteacher is getting to know her role. Subject leaders check teachers' planning and pupils' books. However, they are yet to check all aspects of their areas, including the quality of teaching and learning to have a better understanding of their subject at whole-school level, and to bring about improvement.
- Teachers are now held to account for the progress that pupils in their classes make via the termly pupils' progress meetings. The quality of teaching and learning is checked regularly and

performance targets for teachers are linked to whole-school priorities. Staff who require additional support in order to improve the quality of their teaching to at least good are well supported. They are observed more closely, access training, as well as observing good practice in other classes and schools. These measures are ensuring that pupils' achievement is continuing to rise.

- The school's view of its own performance is mainly accurate, and includes strengths as well as areas to develop.
- The curriculum meets the needs of pupils well. Sport and music are particular strengths. Pupils participate in a wide range of additional activities, such as cricket, netball and science clubs. A good range of visitors generate excitement and curiosity, such as authors, theatre companies, as well as the police.
- Staff work well with parents. The headteacher is available on the school yard each morning to answer any questions parents may have. Regular newsletters are sent home so that parents know about the school's work.
- The local authority has supported the new headteacher to fulfil her role.
- Safeguarding meets government requirements.
- **The governance of the school:**
 - Governors are committed to the continuous improvement of the school and know about its key priorities. They support and challenge school leaders when appropriate, for example, in relation to pupils' progress. Governors attend training and are involved in the recruitment of staff, they meet regularly to discuss the school's work and some governors offer support in the classroom. They have a good understanding of the quality of teaching and know how to improve it further. Governors know how the pupil premium funding is used and the impact of this on the achievement of the pupils who are eligible to receive such support. However, not all members of the governing body have a strong enough understanding of performance data and consequently, they are restricted in the depth of challenge they offer. Governors oversee finances diligently.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 119685 |
| Local authority | Lancashire |
| Inspection number | 412296 |

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

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| 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 | 143 |
| Appropriate authority | The governing body |
| Chair | James Bond |
| Headteacher | Natalie Wood |
| Date of previous school inspection | 16 September 2009 |
| Telephone number | 01282 813045 |
| Fax number | 01282 854846 |
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