

# Inspection of St Joseph's Catholic Primary School, Bridgwater

Park Avenue, Bridgwater, Somerset TA6 7EE

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Inspection dates: 1–2 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils enjoy school. They are proud to be at St Joseph's Catholic Primary School. They feel safe. One reason for this is that pupils and adults get on well together. Pupils told us that adults listen to them. If they have a worry, there are lots of adults they can talk to.

Pupils behave well throughout the school day. At break and lunchtimes, they play together happily. Pupils know what bullying is and say it is uncommon. If it does happen, pupils say that adults help to sort it out.

In lessons, pupils pay attention to their teachers. Pupils are keen to learn. They are proud of their work. Teachers expect pupils to concentrate well in lessons. Teachers plan interesting lessons that follow the school's curriculum. Pupils say some of their favourite lessons are English, mathematics, physical education and learning outside in the wooded area.

Staff organise many clubs at St Joseph's including yoga, table tennis and cycling. They arrange visits to interesting places locally and further afield, including residential trips. These help pupils develop skills such as confidence and determination. One pupil told us, 'This school has helped me be the best person I can be.'

## **What does the school do well and what does it need to do better?**

Standards have risen at this school over the last three years. By the end of Year 6, pupils consistently have the knowledge and skills they need in reading, writing and mathematics to make a good start in secondary school. This includes those pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND).

Leaders have made sure that the teaching of mathematics is clearly thought out. Teachers tackle misunderstandings well. Pupils learn from their mistakes. Pupils use what they have already learned to help them when they learn new things or when they are solving problems. Pupils enjoy the new 'daily dashboard' sessions, where they can apply their mathematics skills to solve problems.

The curriculum that pupils study is broad and interesting. Leaders make sure the national curriculum is followed. Leaders have thought about how they teach the curriculum with the needs of pupils here in mind. For example, staff plan educational visits so that pupils can experience the diversity of life in modern Britain. An example is the trip to Birmingham and links with a Sikh school there. Pupils understand that the curriculum is preparing them for life when they are older.

When planning the curriculum, leaders and staff have thought about the knowledge they want pupils to learn. For example, in history, pupils gain a good understanding

of key events. They use what they already know to help them learn about new events. For example, pupils learn to place events and objects chronologically. They use the knowledge they have gained over time about the Stone Age, Bronze Age, Romans, Saxons and Vikings to help them do this. However, teaching in some areas of the curriculum does not help pupils gain the knowledge and skills they need. This is the case in art and music.

The teaching of reading is effective. By the time they are in Year 2, many pupils are fluent and enthusiastic readers. However, a few pupils in Year 1 struggle to get better at reading. This is because teachers have not provided all pupils with reading books that match their knowledge of letters and the sounds they make.

Leaders and governors have high ambitions for every pupil. They prioritise supporting pupils' personal development. They do this to help all pupils achieve highly, including those who are disadvantaged. However, the school does not encourage all pupils to have high aspirations for their future.

Children make a good start to their education in the Reception class. They develop curiosity and independence. Children are motivated to learn and do well with their early reading, writing and mathematics. They are well prepared for Year 1. Children's behaviour is good. Children are enthusiastic learners. The relationships between adults and children are strong.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping pupils safe is at the heart of the school's work. Staff throughout the school know what to do if they have a concern about a child. Leaders and pastoral staff have a deep knowledge of the risks faced by pupils in their community. They work closely with other agencies to make sure pupils are kept safe and get the help they need. Leaders make sure that the school's record-keeping and procedures are up to date, including making sure that staff are suitable to work at the school.

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

### **(Information for the school and appropriate authority)**

- Leaders and staff have thought carefully about the curriculum they want pupils at St Joseph's to experience. They have sequenced learning carefully to reflect the skills and knowledge they want pupils to develop in most subjects. However, leaders need to develop more coherently planned curriculums in some subjects, such as art and music.
- Most pupils make a good start to their early reading. The teaching of reading including the learning of new vocabulary is a strength. Most children leave their Reception Year with a love of reading and can apply their phonic knowledge well. However, for a few pupils in Year 1, their reading books are not matched closely

enough to their phonic ability. Leaders need to ensure that Year 1 pupils read books that match their phonic knowledge so that they learn to read successfully and confidently.

- By the end of Year 6, pupils, including those who are disadvantaged, have the skills they need in reading, writing and mathematics to make a strong start to secondary school. However, leaders need to develop further pupils' aspirations for their future.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123846
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10111471
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Jarvis
<b>Headteacher</b>	Richard Simmonds
<b>Website</b>	<a href="http://www.somerset.org.uk/sites/stjosephs/Pages/Welcome.aspx">www.somerset.org.uk/sites/stjosephs/Pages/Welcome.aspx</a>
<b>Date of previous inspection</b>	25–26 May 2017

## Information about this school

- The headteacher was appointed as the permanent headteacher in the summer of 2017 after a period of time as interim headteacher.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, assistant headteachers and governors. We spoke to teachers, teaching assistants and other members of the school staff.
- We visited lessons in all classes. We looked at pupils' work and talked to them about their learning and their experiences of school life.
- The inspection concentrated on the teaching of reading, mathematics, history and physical education.
- We checked the school's records and procedures for keeping pupils safe. We asked staff how they keep pupils safe. We asked pupils if they knew what to do if they had a worry or concern.
- We observed pupils outside at breaktime and lunchtime.

- We looked at the responses to the pupil questionnaire and the staff questionnaire.
- An inspector spoke to parents at the end of the school day. Inspectors also looked at the 39 responses to the Ofsted Parent View survey and the 39 free-text comments.

### **Inspection team**

Sarah O'Donnell, lead inspector

Ofsted Inspector

Rachel Miller

Ofsted Inspector

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