

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Aldershot

LEA area: Hampshire

Unique reference number: 116484

Headteacher: Mr W James

Reporting inspector: Mr M S Burghart
20865

Dates of inspection: 12th – 14th February 2001

Inspection number: 188355

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bridge Road
Aldershot
Hants.

Postcode: GU11 3DD

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Appropriate authority: Governing Body

Name of chair of governors: Mr Bob Burton

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School is situated on the outskirts of Aldershot in Hampshire. The school is housed in 1980s buildings, recently extended to provide accommodation for fifteen classes. The school is larger than average, with 475 pupils on roll aged from four to eleven. Classes for infants contain pupils from more than one year group, whilst junior pupils are taught as single age groups. There is an average of 32 pupils per class, but all classes at Key Stage 2 are larger than this. Three classes have 36 pupils in them. Pupils are drawn from a wide area, but most come from the local parish. About 10 per cent of pupils are from service families. Children's attainment on entry to the school, aged four, varies, but overall is below average.

The head has been in post for two years, and was previously the deputy. He is supported by seventeen full time, and three part time, teachers. Two members of staff are in their first year of teaching and sixteen of the teachers are new since the last inspection in June 1996. There are 190 pupils on the special educational needs register. This accounts for 40 per cent of the total school roll, and is much above the national average of 23.2 per cent. Six pupils have formal statements under the terms of the DfEE Code of Practice¹, which is below the national picture. Thirty-eight children are known to be eligible for free school meals, which at 8 per cent is below the national average of nearly 20 per cent. No pupils are in the first stages of learning English. Religious education and the quality of collective acts of worship were inspected following this report by an inspector appointed by the diocesan council. Her findings appear under a separate cover.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

St Joseph's has successfully built upon strengths identified in the last inspection and is now an excellent school. Standards in English, mathematics and science are high at the end of both key stages as a result of good and often better teaching. The high proportion of pupils with special educational needs are very well provided for and fully included into school life. More able, higher attaining pupils receive good support. Pupils and staff get on well together and most relationships are very good. High quality leadership and management are responsible for the very good learning environment. The very strong commitment to raising and maintaining standards means that the school's ethos is judged very good. Improvements to efficiency, provision and pupils' achievements now result in this very effective school giving very good value for money. This fully justifies the school's selection for a short inspection.

What the school does well

- Teaching is good and often better and standards are well above average in English and mathematics and above average in science.
- The school makes very good provision for the high proportion of pupils with special educational needs.
- The school is very well led and managed and the leadership of the headteacher is excellent.
- The school takes very good care of its pupils and assessment of their performance is very good. Consequently, attitudes, behaviour and personal development are very good.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

In the context of this excellent school there are no key issues to address. The school has identified areas for the whole staff to develop, focusing on the Foundation Stage², presentation, writing, the quality of teaching and providing yet more accommodation. Improvements in science, currently in hand, are good examples of the school's successful development.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection declared this to be a good school. It highlighted four issues for improvement. The school has made very good progress in addressing these. A very clear policy is now in place for child protection. Planning, accommodation and resources have been improved to provide better physical opportunities for the Foundation Stage. Very good procedures for evaluation and monitoring have been introduced through the enhanced management structure of the school. These are applied very successfully to the curriculum and to assessment procedures which clearly show how pupils are achieving. Information for parents regarding pupils' performance is communicated more effectively in reports and at target setting meetings. In addition literacy and numeracy have been successfully introduced and standards have been maintained. The quality of accommodation has been improved with the addition of two new classrooms and much needed covered walkways between the three elements of the building. Resources for information and communication technology (ICT) have been considerably enhanced and the quality of teaching has been further improved. With strong leadership, well established management, policies and procedures, the school is very well placed for future development.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores³ in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	A*	A
Mathematics	A	A	A*	A
Science	A	C	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

A performance is consistent with the top five per cent of all primary schools nationally.*

This information shows that considering almost 40 per cent of its pupils are on the special educational needs register, the school is doing very well. The apparent inconsistency in science is being successfully addressed and standards for those currently in Year 6 are above average. Higher attaining pupils do very well, especially in English and mathematics where in Year 2000 several pupils achieved levels normally associated with the secondary stage of education. Pupils' achievements in ICT are broadly in line with national expectations

² From September 2000, the term Foundation Stage refers to children's education from the age of three until the end of the reception year.

³ Average point scores refer to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

by the end of Key Stage 2⁴ with strengths in basic skills. Application of these skills is improving and pupils' progress is satisfactory. However, the school is aware that there is more to do to develop elements of control and modelling using computers.

Pupils' achievements at the end of Key Stage 1 were well above average in reading, and very high in mathematics when compared with all and similar schools⁵. Standards for seven year olds were above average in writing compared with all schools, and well above relative to similar schools. The school can demonstrate very good added value in pupils' learning over their time at the school particularly in English and mathematics. In a short inspection it is not intended that detailed judgements be made in other subjects. However, indications are that standards are at least in line with expectations across the school, with strengths, for example in geography.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are usually interested and keen. Most like coming to school.
Behaviour, in and out of classrooms	Very good. Pupils are consistently very well managed so that even those who could, and sometimes do, present problems behave well nearly all the time.
Personal development and relationships	Good. Pupils know right from wrong and are very respectful of adults. Relationships are very good.
Attendance	Very good, well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good with very good features.	Good with very good features.	Good with very good features.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall profile of teaching is good. All lessons observed were at least satisfactory with all staff seen teaching. Sixty-six per cent of lessons were good or better with fifteen per cent very good or better, and two per cent excellent. Literacy and numeracy are well taught in the clear majority of lessons. Very good planning and assessment support teaching very effectively. Strengths in teaching are in the pace of lessons, providing work at different levels of ability, very good relationships and high expectations. Teaching specifically designed to support special educational needs is consistently good, both from teachers and learning support assistants. Relative weaknesses in this good picture of teaching are in some aspects of class management, already identified for support by the school through good monitoring.

⁴ Key Stage 2 refers to pupils in Years 3 to 6 aged seven to eleven and Key Stage 1 to pupils in Years 1 and 2 aged five to seven.

⁵ Similar schools refer to those schools with between 8 and 20 per cent free school meals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: a broad and balanced curriculum. Planning very good in core subjects and improved throughout non core. Objectives are clear and expectations are high. Good curriculum enrichment through visits, visitors, extracurricular activities and homework.
Provision for pupils with special educational needs	Very good: well planned and well delivered. Very good, usable, individual education plans linked to very good assessment. Learning support assistants make a significant contribution to pupils' learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall: with particular strengths in moral and social provision. Spiritual good, development well catered for through the school's successful pursuit of Catholic aims. Cultural at least satisfactory.
How well the school cares for its pupils	Very good care. The school provides a very secure, safe and very good learning environment. Staff know pupils well. Assessment procedures very good, especially in core subjects. Information used very well to set targets for individuals and modify planning. Breakfast and after school clubs offer pupils very good support.

The school's links with parents are very good and the school's reputation is rightfully high. Parents support the school well academically; in target setting and with regard to homework. Parents' fundraising is good. The overwhelming response of parents to the school, noted in Ofsted questionnaires and in meetings with inspectors, is very positive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the head ensures very clear educational direction and maintains the school's vision. Very good partnership of head and deputy, very well supported by the management team and co-ordinators, makes the staff a very good team. Management structure and procedures very well established. Very good delegation of responsibility.
How well the governors fulfil their responsibilities	Very good support and understanding of management issues. Good committee structure. Good links with the curriculum being systematically improved. Governors' financial expertise good.
The school's evaluation of its performance	Very good detailed analyses of results and evaluation of policy, procedures and success. Monitoring is having very positive effects. More is still planned for co-ordinators to observe and evaluate teaching to develop their good work in reviewing plans and standards. A high level of commitment from all staff to raising standards confirms the school's very good ethos.
The strategic use of resources	Very good links made between curricular needs, finance and resources. Best value principles well followed. The school is very efficiently run. Staffing, accommodation, resources and time are

	well used. Some problems arise from the quality of space available for music and some literacy and numeracy work.
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Evaluating standards and provision against expenditure shows the school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • High expectations. • Teaching is good. • Behaviour is good. • Children are helped to be mature. • Children like school. 	<ul style="list-style-type: none"> • More extracurricular activities. • Homework. • More information about progress.

Inspectors are pleased to endorse parents' positive views. The inspection finds that provision for extracurricular activities is good and homework and information for parents are managed successfully.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

“Teaching is good and often better and standards are well above average in English and mathematics and above average in science.”

1. The quality of teaching is good with very good features throughout the school including the Foundation Stage, Key Stage 1 and Key Stage 2. All of the 45 lessons observed in this short inspection were at least satisfactory, with 66 per cent good or better, 15 per cent very good or better and two per cent excellent. All staff were seen teaching. The quality of work in pupils' books, results of National Curriculum assessments and discussions with pupils indicate that teaching is usually this good. The school's leadership, parents and a local education authority adviser confirm this view.

2. Indications are that literacy and numeracy are well taught and results of National Curriculum tests over several years support this. There is particular strength in teaching for the high proportion of pupils with special educational needs, both through work aimed at targets of individual education plans and in activities set at different levels of ability as part of whole class lessons. Good quality learning support assistants make a significant contribution to such teaching. As a result the overwhelming majority of special needs pupils reach levels of achievement expected of the average in their age group and this represents very good added value in terms of their experience and ability. High quality teaching supports higher attaining, more able pupils. Expectations are very high. Pupils respond very well and the quality of their learning is very good. Last year well above average proportions of pupils attained above average National Curriculum levels in English and mathematics at age seven and eleven and very unusually by national comparisons, five pupils achieved Level 6. This level is normally associated with pupils at secondary school. The school is doing very well by comparisons with all and similar schools (those with between 8 and 20 per cent free school meals) and has continued to do so for several years. Standards are high.

3. Although by average point score there was a dip in the school's performance in science in Year 2000 at the end of Key Stage 2, 91 per cent of its pupils achieved the nationally expected level, Level 4. The school has analysed possible reasons why its overall performance was lower last year and modifications to teaching and planning are now having

positive effects. Currently Year 6 pupils are on line to reach above average standards before they leave.

4. Good, and very good, teaching is very securely rooted in very good planning. This is influenced by very good use of assessment. For example, very good progress in developing the school's policy, plans and procedures since the last inspection means that for pupils aged seven at the end of Key Stage 1 in Year 2000 (both girls and boys) standards were very high in mathematics and well above average in reading compared with all and similar schools. Standards in writing were well above average for all schools and above average by similar schools. This gives a strong indication that the mixed age classes in Key Stage 1 are being well taught.

5. Teachers build very well on what pupils know, understand and can already do. The school can demonstrate the success of this in that the progress made by the current Year 6 pupils measured against their own performance when in Year 2, is well above average in English and mathematics.

6. Very good relationships are strong features of teaching. Pupils know that they will be listened to, their views will be considered and that they won't be belittled should they make mistakes. Because of this pupils join in discussions well, give their opinions freely and are willing to experiment before modifying their work. For example in a Year 6 lesson on genre of writing; and a Year 3 poetry session, pupils were given plenty of opportunities to contribute ideas, and skilful teaching and questioning encouraged constructive comment and evaluation from others in the class.

7. There were a few incidences when the pace of lessons was too slow and class management and organisation could have been improved. For example in a Year 5 history lesson pupils were allowed to go on talking whilst the teacher was trying to explain what to do next. In a Year 3 class, science work, although dated sequentially, does not appear to have been undertaken regularly enough. On some occasions Foundation Stage children spend relatively long periods on the carpet. However, crisp pace, good organisation, and consistent management of behaviour were common to the overwhelming number of sessions observed, with the effect that pupils achieve well and make good progress, both within lessons and throughout their time at the school. This is particularly evident in ICT where since resources were upgraded and the subject was given consideration as part of the core curriculum, pupils' performance has improved. This new emphasis and discrete, direct ICT teaching means that gaps in pupils' learning are rapidly being addressed.

8. Overall teachers' knowledge and understanding of the primary curriculum are good. The quality of teaching has been considerably improved by very good monitoring by the head, deputy and core curriculum co-ordinators. Good feedback about strengths and weaknesses has made improvements possible. This has led to there being no unsatisfactory lessons in this inspection compared with 10 per cent in the last report. Co-ordinators in other subjects are now to be encouraged to develop their monitoring of actual teaching, in addition to that of planning and standards, and time is to be made available for this to happen.

9. Together staff make a good teaching team. They use their strengths well to support each other. Hard work, a clear commitment to raising and maintaining standards and a consistent approach to homework are fundamental to the school's very good ethos.

"The school makes very good provision for the high proportion of pupils with special educational needs."

10. The school has a high proportion of pupils on its register of special educational needs: 40 per cent compared with 20 per cent nationally. This level is validated by the local education authority annual audit of special educational needs.

11. Support is very well managed by the co-ordinator who is new this term and has been able to build upon the good systems already in place. Children's needs are identified early in Year R and continually reassessed over the time they remain on the register. Pupils are taught in a mixture of withdrawal work, sets created on the basis of ability and, for most of the time, as part of mixed ability groups. In the latter, work is well planned at different levels and supports special needs pupils effectively.

12. Educational, personal, and in some cases behavioural, targets are set for pupils in negotiations involving the special educational needs co-ordinator, class teachers and learning support assistants. These are well recorded on individual education plans and objectives are well communicated to staff, pupils and parents. Pupils are helped to make good, and often very good, progress using these plans. Support staff are deployed well and make very good use of time and resources to help pupils with special needs. Relationships are very good, expectations are high and staff know pupils well.

13. Pupils with formal statements under the DfEE Code of Practice for special educational needs are very well supported. All legal requirements are met and very efficient assessment and detailed record keeping ensures that targets are achieved. The school maintains very effective links with parents and outside agencies, such as the educational psychologist. All pupils are fully included into school life and careful steps are taken to ensure that any extra provision does not disadvantage children: for example staggering times for speech therapy work in school to avoid pupils repeatedly missing the same lessons.

14. The school's very good, caring ethos successfully promotes tolerance and understanding of other people. Pupils with special educational needs are not only well supported by staff but often by other children. For example, through the buddy system Year 6 pupils take responsibility for helping younger ones; being their friends, hearing them read, and generally looking out for them in the playground.

15. As a result of very good provision pupils with special educational needs make good, and often very good, progress. Such pupils frequently achieve the standards which are those expected for their age group and this plays a significant part in the school achieving results in English and mathematics that are very high at age seven and eleven, compared with all and similar schools.

16. A measure of the school's very successful support for special educational needs is that, of the current Year 6, 24 pupils were entered onto the register of special needs in Year 1 and now only 11 remain so. This would normally mean that the overall proportion of special educational needs would have declined. However, this has not been the case because many of those pupils joining the school mid term have special needs and are subsequently added to the list.

17. Parents report that the school has a high reputation for special educational needs support. Discussions with parents of statemented pupils confirm that parents are very pleased with the school's support for their children. Parents appreciate that pupils respond very well, making very good progress in personal development as well as in the academic sense.

18. Although not formally part of special educational needs support, the school maintains a very good policy to develop the skills of the more able. The success of this approach can be seen in the above average proportions of pupils achieving levels above those expected for their ages in National Curriculum assessments. Unusually a minority of Year 6 pupils attained two levels above average in Year 2000.

“The school is very well led and managed and the leadership of the headteacher is excellent.”

19. The quality of the management of the school is very good. The leadership of the headteacher is excellent. Together with very positive support from the deputy, management team, governors and staff as a whole, the head very successfully defines the educational direction of the school and leads from the front. Priorities are determined as a result of very professional analyses of data (efficiently managed by the deputy) and the success of policies and procedures. Very good evaluation, particularly by the leadership team, ensures that the school improvement plan is relevant and makes the best use of resources. This plan is very well presented and communicated. It provides a very good focus for the management of the school and balances what is practical with what is desirable.

20. Continual reference to its mission statement and aims confirms the school's very clear child focus and maintains its commitment to raising standards, and high levels of pastoral care. High quality management associated with very good relationships, is responsible for the school's very good ethos.

21. Governors play a significant part in managing the school. They have very good understanding of relevant issues, support the school well, and contribute a range of skills. This is most notable in finance where efficiency and the link between what is visionary and what is practical, is continually explored; and in special educational needs where the rights of the individual are clearly valued. The school's provision for special needs is considerably greater than the minimum levels for which it is funded.

22. The governing body is fully involved in supporting the head to create and monitor plans for the development of the school and in maintaining its Catholic objectives. Governors are aware that the success of the school attracts more pupils, especially those with special educational needs, and that it is oversubscribed. Plans are in hand to create two more classrooms this year to improve provision, especially for music and some literacy and numeracy sets. The existing convoluted building is well managed, being in good repair and kept very clean by the caretaker and his support staff.

23. Head, governors and staff have very good insight into the school's strengths and relative weaknesses. A constant review of how well they are doing with reference to the criteria and timescales, set for themselves in very comprehensive documentation, focuses staff efforts very effectively. In this large school responsibility is delegated very successfully and co-ordinators monitor their subjects well. They are given time to review planning and standards, and to audit resources. In core subjects, co-ordinators and the leadership team of head and deputy have observed teaching. Their feedback to staff has played a significant part in raising standards and improving delivery: for example in recent initiatives to redress the slight drop in science results last year. This practice is now to be encouraged in other subjects. The success of monitoring teaching and mentoring teachers, partly through appraisal, is evident in the improvement in observed teaching during this inspection: with no unsatisfactory teaching compared with 10 per cent in the last report. Teaching is well managed.

24. Overall staff, accommodation, resources, finances and time are well managed and well used. The school is very efficiently run and office staff, who work as a good team, make significant contributions, especially with regard to finances and links with parents. When the resulting provision is viewed in the light of good, and often very good, teaching, and pupils' high standards, it is clear that the school now gives very good value for money.

25. This very positive situation has built upon the good basis reported in the previous inspection. All key issues identified in that report have been addressed, with particular successes in improvements to curriculum planning and assessment. Here there are very good features, especially in the management of literacy and numeracy, which are being used effectively as models for development in other subjects. The school has made very good progress since the last inspection and, by virtue of very well established policy and procedures and a very good capacity for managing change, is very well placed for future development.

“The school takes very good care of its pupils and assessment of their performance is very good. Consequently, attitudes, behaviour and personal development are very good.”

26. Following negative comments in the previous inspection report policy and procedures for child protection are now entirely in order. The very good levels of pastoral care identified in the last inspection have been successfully built upon. Staff know pupils well and the effect of the very good management and excellent influence of the head and deputy is reflected in the very good levels of respect and consideration which run throughout the school.

27. The school has not lost sight of the individual in its efforts to raise academic standards. Staff work very hard to set a good example and promote the school's stated aims and Catholic ideals. This is most evident in support for the high proportion (40 per cent) of pupils with special educational needs. Very good assessment is linked very effectively to target setting. Objectives are well communicated to learning support assistants, parents and pupils and are regularly referred to as a measure of progress. Targets are applied not only to the curriculum, but to personal development and behaviour. The school's management of these aspects is very good. Pupils respond very well with positive attitudes. They enjoy coming to school and join in freely. Children of all ages were seen to aspire to teachers' high expectations, with many achieving high standards: for example Year 2 pupils in Key Stage 1 exploring adverbs and sentence construction at levels usually associated with Key Stage 2; and children of all ages behaving very well at lunch when not under direct supervision.

28. Pupils' attitudes and behaviour are judged very good, notwithstanding those pupils (some with individual education plans for behavioural support) who could, and sometimes do, present problems. Behaviour is managed very effectively in a consistent way, based on praise and on improving pupils' self esteem. This does not mean that sanctions are not used. Pupils do not enjoy, in extreme cases, being sent to the head not because they are afraid of him, but rather that they do not want to displease him.

29. The school has improved formal assessment procedures and techniques since the last report. The process is very well managed and analysed by the deputy as assessment co-ordinator. Results are used very effectively to set targets and make modifications to curriculum planning. A very good example being in the scrutiny of Year 2000 science results led by the science co-ordinator which is having positive effects on this year's standards.

30. Good use is made of assessments made soon after children join reception. The school has successfully adapted its practice this year to produce a baseline to measure subsequent progress by. Very professional use is made of these results and regular testing to predict pupils' levels and make appropriate provision to help them reach higher standards. For example, setting pupils by ability in Years 4, 5 and 6, and involving extra staff to reduce the size of teaching groups, compared with the very high class sizes at Key Stage 2.

31. Pupils' personal development is considerably enhanced by the quality of the information which staff collect about them. Pupils are encouraged to take responsibility. For example, Year R pupils are expected to get themselves ready for physical education, and to clear away after activities in the classroom. Older pupils act as monitors and members of the very effective school council. As a result of the atmosphere of mutual trust and respect, pupils show initiative. For example, in Year 6 pupils select their own strategies for problem solving in mathematics.

32. Pupils demonstrate high levels of care for each other and are especially sensitive to the special needs of other children. The school's success as an inclusive society, where everyone matters and all have full equality of opportunity, is due in no small part to this consideration.

33. The school provides a very secure, safe and stimulating learning environment. Particularly good attention is paid to health and safety with the very positive involvement of both governors and staff in setting policy and carrying out regular inspections of potential risks. The school is aware that the room used for music and some literacy and numeracy lessons makes teaching very difficult. This is the result of too little space and poor temperature control. The room is often too hot or too cold and the noisy extractor fan restricts concentration, especially in the listening aspect of music. Other than this, the buildings and accommodation (including outdoor space and equipment and provision for those in the Foundation Stage) make very positive contributions to learning and the school's care for pupils.

34. Parents are very pleased with the school's level of care for their children. For example, parents have confidence in:

- Provision for special educational needs;
- The ways in which the school encourages maturity;
- The range of activities on offer outside lessons.

35. Although a minority of parents would still like more extracurricular activities, the school's provision is impressive. This includes sport, music, a range of visits and visitors, events such as Art Week, opportunities to complete homework, and daily breakfast and teatime clubs. Pupils, parents and staff report that the quality of these activities, sustained over several years, is at least good. Such provision is a strength of the school.

36. Overall, the big picture of St Joseph's Catholic Primary is of a school whose high quality care for its pupils results in high standards, both personal and academic.

WHAT COULD BE IMPROVED

37. In the context of this excellent school there are no key areas for improvement. The school has identified areas for the whole staff to develop focusing on the Foundation Stage, presentation, writing, the quality of teaching and providing yet more accommodation. Improvements in science, currently in hand, are good examples of the school's successful development. The success of the school is strongly influenced by the quality of its evaluation of its strengths and relative weaknesses and the commitment of all concerned.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. The school has no significant weaknesses and no key issues to address. Its very good improvement plan has already proved particularly successful in taking the school forward. Consequently, the headteacher, governors and staff are encouraged to continue their good work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

45

Number of discussions with staff, governors, other adults and pupils

21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	51	33	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

475

Number of full-time pupils known to be eligible for free school meals

38

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

6

Number of pupils on the school's special educational needs register

190

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

15

Pupils who left the school other than at the usual time of leaving

24

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	30	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	24
	Girls	30	30	29
	Total	50	52	53
Percentage of pupils at NC level 2 or above	School	93 (91)	96 (93)	98 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	30	28	29
	Total	50	49	50
Percentage of pupils at NC level 2 or above	School	93 (90)	91 (90)	93 (91)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	37	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	27	29
	Girls	33	35	34
	Total	60	62	63
Percentage of pupils at NC level 4 or above	School	87 (81)	90 (91)	91 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	31	31
	Girls	33	35	36
	Total	58	66	67
Percentage of pupils at NC level 4 or above	School	84 (82)	96 (99)	97 (91)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Exclusions in the last school year

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	5
Black – other	3
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	4
White	388
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.8
Number of pupils per qualified teacher	25.3
Average class size	31.7

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	333

FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	948948
Total expenditure	936117
Expenditure per pupil	2022
Balance brought forward from previous year	23026
Balance carried forward to next year	35857

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	480
Number of questionnaires returned	243

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	55	42	3	0	0
Behaviour in the school is good.	55	42	2	0	1
My child gets the right amount of work to do at home.	37	50	10	3	1
The teaching is good.	67	30	2	1	0
I am kept well informed about how my child is getting on.	30	53	12	5	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	5	1	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	44	45	9	2	1
The school is well led and managed.	69	26	2	1	2
The school is helping my child become mature and responsible.	61	36	20	0	1
The school provides an interesting range of activities outside lessons.	38	45	11	0	5

Due to rounding percentages do not total 100.

Summary of parents' and carers' responses

At almost 51 per cent this constitutes a good return. The overwhelming written responses of parents were positive towards the school.