

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Loftus, Saltburn by the Sea

LEA area: Redcar and Cleveland

Unique reference number: 111680

Headteacher: Mr M Atkinson

Reporting inspector: Mrs A Fordyce

OIN: 22422

Dates of inspection: 20 – 21 November 2000

Inspection number: 225097

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:	3 - 11
Gender of pupils:	Mixed
School address:	Rosecroft Lane Loftus Saltburn
Postcode:	TS13 4PZ
Telephone number:	01287 640613
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Dukes
Date of previous inspection:	18 - 21 November 1996

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

11

- The school achieves very high standards in English, mathematics, and science. Results for children at eleven show that they perform well above the average when compared to other schools with similar intakes and with schools nationally.
- The curriculum provided is rich and diverse. As a result, the quality of work in many other subjects is high, especially in art and design, history, music and technology.
- This enriched curriculum enhances children's achievement in basic skills; they are able to extend their literacy and numeracy through the cross-curricular opportunities provided.
- Good teaching is a strength of the school.
- The school is extremely well led and managed. The headteacher provides clear direction and vision. Together with staff and governors, he provides strong leadership for all the school's work.
- St Joseph's is a very caring school. It provides the best for its pupils and expects the best in return. Children are consequently well behaved, hard working and very helpful to each other.
- The school's partnership with parents and the wider community is very strong. This has a very positive effect on children's learning.

WHAT COULD BE IMPROVED

16

- The governors should discuss, with the appropriate authorities, aspects of the school's accommodation which require improvement.
- Registration of pupils, including those in the Nursery, needs to be more formalised to ensure the complete health and safety of all children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17

PART C: SCHOOL DATA AND INDICATORS

18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a small Roman Catholic primary school for boys and girls aged 3 - 11 years old. The school serves a wide area spanning several parishes. Many children come from the immediate area around Loftus but the school also attracts pupils from outlying areas because of its good reputation and strong pastoral care.

The school has 173 pupils including 29 part-time pupils in its nursery unit. Children's attainment on entry to school is generally below that found nationally. Thirty-two pupils are on the school's register of special educational needs; including 3 children with statements of special educational need, a proportion slightly lower than the national averages. Very few children come from minority ethnic backgrounds or have English as an additional language. Twenty-three pupils at the school are eligible for free school meals, a proportion slightly lower than the national average.

HOW GOOD THE SCHOOL IS

St Joseph's is a very good school. It is a happy and hard-working community where teaching is very effective and standards are high. The headteacher and governors monitor the school's work well. They have a good knowledge of its strengths and also the areas they wish to improve even further. The school provides very good value for money.

WHAT THE SCHOOL DOES WELL

- The school achieves very high standards in English, mathematics and science. Results for children at eleven show that they perform well above the average when compared to other schools with similar intakes and with schools nationally.
- The curriculum provided is rich and diverse. As a result, the quality of work in many other subjects is high, especially in art and design, history, music and technology.
- The enriched curriculum enhances children's achievement in basic skills; they are able to extend their literacy and numeracy through the cross-curricular opportunities provided.
- Good teaching is a strength of the school.
- The school is extremely well led and managed. The headteacher provides clear direction and vision. Together with staff and governors, he provides strong leadership for all the school's work.
- St Joseph's is a very caring school. It provides the best for its pupils and expects the best in return. Children are consequently well behaved, hard working and very helpful to each other.
- The school's partnership with parents and the wider community is very strong. This has a very positive effect on children's learning.

WHAT COULD BE IMPROVED

The school has no significant weaknesses. However the governors of the school should consider the following, in order to improve the quality of the provision.

- The governors should discuss, with the appropriate authorities, aspects of the school's accommodation which require improvement.
- Registration of pupils, including those in the Nursery, needs to be more formalised.

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 was in November 1996. Since then the school has successfully tackled all the issues identified. Standards of attainment in the school are now even higher. Over the past three years, the school has shown an impressive rising trend in achievement for children in tests at both seven and eleven.

This improvement has taken place with no detrimental effect in other areas of the school's work. In fact the opportunities given to children have been considerably enriched. The good effects of this can be seen in the outstanding work inspectors saw in art and design, music, history and drama. The headteacher, staff and governors have not only maintained the good practice seen in the previous inspection but have improved it.

The standard of teaching is now even better than before. Teachers are now planning their work within a much tighter focus and have thus raised even further their expectation of all pupils. This is having a significant effect on the standards that children achieve.

Provision in the Nursery has also improved. Inspectors observed a wide range of stimulating activities using a broad range of good quality resources. The dedicated staff of the Nursery have worked well together to improve their planning. Young children entering St Joseph's School get a good start to their educational life. New building work planned for the Nursery should improve this provision even further.

The minor omissions previously found in reports to parents have been rectified and parents now feel that all reports give them a good picture of their children's progress.

With all these improvements in place and with the strong leadership determined to strive for continual improvement, the school is now in an even stronger position than at the time of the last inspection and still has the will and capacity to improve even further in the future.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

The school performed well in the national tests for 11-year-olds in 2000. The results in all subjects were above the national averages and in mathematics and science, were well above the averages. When compared with similar schools, the results were even better with all subjects being well above the averages for that grouping of schools. Results for children at 7, although not quite so strong, show an improving trend over the last three years. This success is all the more impressive as, in a small school, the number of pupils sitting the tests varies along with its intake; the scores of even one child can make a significant difference to the overall results.

The steady nature of the school's high performance can be attributed, in part, to the challenging yet achievable targets the school sets itself each year.

Children under five make good progress from a generally below average baseline. Around a quarter of children leave the Nursery working at levels slightly higher than expected for their age and even more reach the national expectations. Attainment of children entering the Reception class, although still slightly lower than the national average overall has now, therefore, improved.

In 2000, the attainment of 7-year-olds was around the national averages in writing and in maths and slightly above the average in reading. This shows an improvement in reading particularly, where it was below the national average in the previous year. This improvement has been the result of carefully targeted support on the part of the school.

Standards in other subjects are very high. Inspectors were impressed at the range of high quality work they saw in art and design, music, drama, history and technology from children of all ages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. All children are keen to attend school and take great pleasure in their learning.
Behaviour, in and out of classrooms	Excellent. High expectations of behaviour are set and achieved at all times.
Personal development and relationships	Excellent. Children feel valued and consequently take an active pride in their place within the school and the wider community.
Attendance	Very good. Children enjoy coming to school and are always punctual. Attendance is well above the national average.

Children's excellent behaviour, relationships and personal development are strengths of the school. They result from the strong pastoral support and caring family atmosphere, which contributes well to children's learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good (sometimes very good)	Good (sometimes very good)	Very Good (sometimes excellent)

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.

Twenty lessons were seen overall. All teaching was at least satisfactory, with good teaching in 40% of lessons and very good teaching in a further 40% of lessons. 10% of lessons were judged to be excellent. Teaching was particularly good in the Year 5/6 class.

English and mathematics are taught well throughout the school and this contributes to children's high standards in these subjects. Teachers have a strong knowledge of the subjects they teach. The best teaching has an inspirational quality which motivates children so effectively that they produce results which are outstanding for their age. This is enhanced by the rich variety of opportunities given to children. These cross-curricular links give children the opportunity to apply their literacy or numeracy skills in relevant situations. Teachers plan very well giving appropriate support and challenge at all times.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Outstanding. A wide range of high quality opportunities enriches children's learning.
Provision for pupils with special educational needs	Very good. Children with special educational needs are well supported and are given full access to the whole curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Children's personal development including spiritual, moral, social and cultural opportunities, is an integral part of all the school's work.
How well the school cares for its pupils	Very well. Staff show high levels of care at all times.

The school's strong pastoral care encourages children to develop excellent attitudes to their learning. The rich variety of experiences given motivates children's learning even more. The extra support provided by the school to all pupils, including those with special educational needs, means that all children can benefit greatly from the excellent opportunities made available.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher provides a vision and lead which motivates his dedicated staff to aspire for excellence in all areas. Key staff, especially the deputy headteacher, are involved in an effective and systematic programme of monitoring progress and development.
How well the governors fulfil their responsibilities	Governors know the school well and are very effective in carrying out their statutory functions.
The school's evaluation of its performance	Excellent. The school is continually striving for further improvement.
The strategic use of resources	Excellent. The school makes very efficient use of its resources including personnel. It makes particularly good use of the extra resources available through its participation in the local Education Action Zone (EAZ).

The headteacher and deputy headteacher form a strong and effective management partnership. Governors are keen, supportive and efficient in fulfilling their strategic responsibilities. The school makes particularly good use of all funding made available, especially targeted funding given as part of the Education Action Zone. This is used effectively to widen all children's educational experiences.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Nearly all parents think the school:</p> <ul style="list-style-type: none">• achieves high standards of good behaviour;• enables their children to achieve a good standard of work;• is approachable;• gives a clear picture of what is taught;• keeps parents well informed about their child's progress;• has values and attitudes which have a good effect on their children;• encourages children and parents to get involved; <p>Parents also believe their children like school.</p>	<ul style="list-style-type: none">• A small number of parents feel that children receive too much homework.

Inspectors' judgements support parents' very positive view of the school. A small number of parents had reservations about the level of homework expected from their children. However, during pupil interviews, all children spoke about their enjoyment in the homework set. Inspectors also felt that the level of homework was appropriate for children of this age and that it contributed greatly to the high standards of work seen throughout school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

- **The school achieves very high standards in English, mathematics and science. Results for children at eleven show that they perform well above the average when compared to other schools with similar intakes and with schools nationally.**
1. The school's results in the national tests for 7-year-olds in 2000 were above the average in reading; both nationally and when compared with schools with similar intakes. Results in writing and mathematics were average when compared in the same way. This was despite children entering the school with generally below average levels of attainment. The reason the school performs so well is due to the high quality teaching as well as the careful targeting of each individual pupil to maximise their performance. Results for children at 7 show an improving trend over the last three years.
 2. This careful targeting of children continues for pupils in Key Stage 2, where results in 2000 in all core subjects at 11 were above the national averages, and well above the averages for mathematics and science. In comparison with similar schools, all subjects were well above average. Again, the school focused on making sure that any child who was struggling was identified and supported by extra teaching and by appropriate homework. This helped many pupils to reach the level expected for their age. At the same time, the school carefully targeted the pupils capable of higher attainment to make sure they also maximised their potential and performed well by reaching the higher levels in the tests. Again, the trend in the upper part of the school shows a steady improvement over the past three years.
 3. The school is very effective in overcoming areas of relative weakness, for example, the school identified writing as a slightly poorer area because fewer pupils reach the higher levels in that aspect of English. As a result, writing was targeted for improvement by introducing a "writing focus" in all literacy lessons and an even greater emphasis in writing across different subjects. This is proving effective and current work in children's books and displays suggests an increasingly high standard in writing.
 4. Work seen in mathematics is similarly of an impressive standard. For example, in some of their work on transformations and co-ordinates, a Year 5 group of children were able to use axes and co-ordinates to specify points in all four quadrants. They were also able to discuss with the inspector the implications of fractions of a turn. This is well above the expectations for pupils of this age.
 5. The school has a very good system of tracking and predicting pupils' performance. Teachers regularly carry out formal assessments of pupils' attainment and work together to ensure that weaker areas are addressed in future planned work. Pupils with special educational needs are identified quickly and the school provides extra support for these children on a regular basis. Their individual education plans are detailed and set clear targets for the pupils to achieve. Parents are kept fully informed of their children's needs and progress, and are actively involved in supporting the school's efforts.
 6. The school makes good use of the support available from outside sources such as the Education Action Zone (EAZ), but also supplements this from its own resources. For example, science standards have been improved through the use of extra equipment and training provided by the EAZ. The after-school club, sited on the school's premises, also provides homework support and additional opportunities to extend the basic skills of the children attending it on a regular basis.
- **The curriculum provided is rich and diverse. As a result, the quality of work in many other subjects is high, especially in art and design, history, music and technology.**
7. Standards in other subjects are exceptionally high. Inspectors were impressed at the range of high quality work they saw in art and design, music, drama, history and technology from children of all ages. Much of this can be seen in the displays in the classrooms and public areas of the school, which are excellent.

8. The school hall and entrance areas have colourful examples of African and Chinese art works produced by children using a variety of media, as well as “impressionist” paintings based on Monet’s “Waterlilies”, “The Bridge at Giverny” and “Sailboats at Argenteuil” to name but a few. Other areas have examples of children’s close observational drawings, 3-D sculptures, textile work and paintings in the cubist style. The whole school is a vivid, stimulating environment which gives a clear indication of the many and varied opportunities given to all pupils at St. Joseph’s. Experience of such a broad range of artistic styles and artists contributes well to pupil’s cultural development.
 9. All children’s work seen in books or on display is usually linked closely to the current topics being studied across the school. This helps children to see the inter-connecting links in all they do. Thus Year 3 and 4 children, studying the Anglo- Saxons not only learned of the historical facts and influences of the time but also visited “Bede’s World”, a local historical centre, to experience at first hand the life of a medieval monk. They later made Anglo Saxon jewellery, performed drama and dance to Gregorian chants and learned to write “illuminated letters”.
 10. The school’s close partnership with the Local Education Authority and other local schools has enabled it to make use of some specialist teaching. All classes are given specialist music teaching from visiting staff. Class teachers also take part in these lessons and later extend their own skills and those of the children in follow up sessions which practise the elements just introduced. As a result, children play a variety of tuned and untuned percussion instruments with some skill as well as being accomplished singers. This opportunity is extended for older pupils in information and communication technology (ICT) lessons where they use a computer program to compose and write their own music.
 11. Learning not only takes place within the school building. St. Joseph’s makes very good use of its local environment. Science lessons are extended through visits to the neighbouring woodland and the nearby beach. As well as an impressive list of educational visits to such places as York and Whitby museum, the school invites numerous visitors to participate in enriching its curriculum. In recent months, the children have had sessions involving visiting artists, poets and storytellers, as well as a number of parents with specific skills to share with the pupils.
- **This enriched curriculum enhances children’s achievement in basic skills; they are able to extend their literacy and numeracy through the cross-curricular opportunities provided.**
12. The topic work so evident across the school is used not only as a basis of the immediate area of study, but also to extend children’s skills in literacy and numeracy. For example, in a Year1/2 class, children were inspired to attempt “instructional writing” by having to write the recipe and method for making Anglo Saxon and Viking stew which their teacher had demonstrated to them.
 13. This approach was also evident in a Year 5 and 6 lesson, when children were studying the poem “The Highwayman”. During some text work in the literacy hour, they extended their understanding, by writing a poem in that style about the life of a novice monk in mediaeval times. Such direct linkage in their studies enables children to produce work of great effect. The power of this in achieving high standards can be seen clearly in the following extract from a Y5 child’s poem:

“The stars were twinkling icicles over the trees that night,
 The sky was a silent blanket filled with bright moonlight,
 The night was as black as charcoal,
 Nothing crept but one soul,
 When the novice monk came praying, praying
 The novice monk came praying, up to the old church door”
 14. Mathematics is similarly improved through linking it, in all sessions observed, to information and communication technology. Thus in a Y3/4 lesson, children were able to practise and extend their understanding of equivalent fractions in a rewarding and motivating way. Children also make good use of

numeracy skills during technology work where they estimate and measure before cutting materials for their “design-make” tasks.

15. Children’s enthusiasm for literacy and numeracy work is evident. Standards of presentation in both English and mathematics are high and the volume of work produced is extensive. In conversation with children, they said this was because “topic work made everything interesting”. The school’s strong belief in this method of motivating children is vindicated by the high standards they achieve in basic skills.
- **Good teaching is a strength of the school.**
16. Teaching was good or better in nearly nine lessons out of every ten seen. It was particularly good in the Year 5/6 class. This is a significant improvement since the last inspection.
 17. Teachers plan very well giving appropriate support and challenge at all times. They set clear objectives for their lessons and make these known to the children by writing them on the whiteboard or a flipchart at the beginning of the lesson. As a result, children understand what they are trying to do and know what they are expected to learn during the lesson. This helps to hold their interest and motivation and keeps them working productively.
 18. Teachers in all classes organise and manage their lessons well. They expect children to behave and want to learn. As a result, pupils pay attention and settle quickly to their work. This is particularly the case when teachers present material in a stimulating way that relates well to children’s direct experience. For example in a Y3/4 class, children learned about the life of the Venerable Bede by interviewing one of his “monks”, a pupil, who was dressed in the costume of the period. The teacher helped the “monk” in his responses and the children were captivated by all they learned.
 19. This stimulating approach to teaching begins even for the youngest children. For example, in the Nursery, children learned about the habitat of sea-life and some dinosaurs through discussion and guided play with their dinosaur models using the play “habitat” of seaweed in their water tray. All teaching is enhanced by this rich variety of opportunity which gives children the chance to apply their skills in particularly relevant situations.
 20. Teachers have a strong knowledge of the subjects they teach. The best teaching has an inspirational quality that motivates children so effectively that they produce results which are outstanding for their age. In a lesson in Year 5/6, the teacher used carefully phrased questions to encourage children to describe the poetic effects created by an author. Her careful use of language and the learning retained from previous lessons allowed children to correctly identify enjambment in the rhyme scheme – and to explain eloquently its effect on the text. Children’s knowledge of technical vocabulary and such stylistic conventions as metaphor, allusion and the use of the sibilant “s” were similarly impressive. Teachers’ effective questioning skills help pupils to develop confidence during lessons and contribute well to the very good relationships in the school.
 21. Teachers use good quality resources to support and enliven their lessons. For example in the Nursery, children making a collage of a sea-animal had a real trout to look at before they applied the scales to their own creations. By using this real-life stimulus, children were able to relate their efforts to close observation and could also discuss the effects they were striving to achieve. Vocabulary and language for communication were also enhanced by this opportunity.
 22. Teaching is particularly good in the Year 5/6 class. In this class, lessons have a spark about them. The teachers exude confidence and their enthusiasm rubs off on the pupils. A high level of challenge and a strong encouragement of technical vocabulary are particular features of their teaching and this is why it is often outstanding.
 23. The good quality of teaching in the school underpins children’s excellent attitudes to learning and contributes to the high standards pupils achieve.

- **The school is extremely well led and managed. The headteacher provides clear direction and vision. Together with staff and governors, he provides strong leadership for all the school's work.**
24. The leadership of the headteacher is inspirational, rigorous and systematic. He has been paramount in leading the improvements which have taken place since the last inspection. It was at his instigation that the school retained the cross-curricular focus which has been so influential in both maintaining and raising standards. In conjunction with the governors and the deputy headteacher, there is a strong and effective management partnership.
 25. Governors are keen, supportive and efficient in fulfilling their strategic responsibilities. They fully support the culture of the school and the impetus to strive for continued improvement. They effectively fulfil their responsibilities to the benefit of the children in the school, for example, in the significant improvements to the building they have already secured.
 26. The staff as a whole shares this sense of purpose and educational direction. The school knows its strengths and weaknesses well. It sets very challenging targets for improvement. There is a sense of determination evident in all the school's work that their children deserve to achieve high standards and are expected to do so.
 27. There is an atmosphere of teamwork and a consistent approach from those teachers who have responsibilities for different subjects. All curriculum co-ordinators have made considerable improvements to the planning and teaching of their subjects. The co-ordinators have been fully involved in the drive to raise standards and have been given time to scrutinise children's work as well as monitoring teaching in their subjects.
 28. Data is very carefully analysed to track standards in subjects as well as identifying trends over time. The school uses this analysis of results to identify areas of strength and weakness and for prioritising future areas of improvement. There are regular meetings of the senior management and key stage teams to check on progress against targets and to prioritise further actions. All staff fully support this approach and work together effectively and collegially.
 29. The school has an ambitious development plan which is used to help set priorities and targets for school improvement. Responsibilities have been allocated and each target is appropriately costed and timed.
 30. Governors fulfil their legal responsibilities well and have increasingly focused their efforts on helping the school to raise achievement. The chair of governors has been particularly active. The governing body has a good working relationship with the headteacher and all other staff.
 31. The school's last inspection was in November 1996. Since that time the school has responded positively by fully addressing the key issues in its action plan as well as retaining and strengthening all that is best in its ethos, aims and values. The school provides very good value for money and is well able to secure further success in the future.
- **St Joseph's is a very caring school. It provides the best for its pupils and expects the best in return. Children are consequently well behaved, hard working and very helpful to each other.**
32. The school's ethos shows from the moment you walk through the door. The headteacher and all members of staff lead by example. They have a very good relationship with all the children showing trust, respect and interest in every single one. Children's faces light up when adults speak to them. They know they are valued as individuals. All staff, including classroom assistants and the welcoming office staff, share this regard of children's worth.

33. Children learn to think and care for each other. For example, in the Reception class, children were keen that a child, who had been absent, should take the class mascot to assembly so that she should not miss her turn. At lunchtime, older children often sit with younger pupils, helping them to manage their trays or cut food, if so required. In assembly also, children were willing and enthusiastic to read poems, prayers and thoughts to the whole school, confident that their contribution would be valued and praised.
 34. The school also takes its role as a caring member of the wider community very seriously. For example, during the inspection, the local postman arrived at the school after having been badly bitten by a dog; office staff at the school saw to his injuries and ensured that he was fully recovered before he left the building.
 35. Children have very good attitudes to learning. They settle quickly during lessons and are keen to learn. For example, the school's "start of the day" procedure allows children to enter school informally before the designated starting time. Many children take advantage of this opportunity and are actively involved, with their teachers and classroom assistants, in a variety of learning activities each morning.
 36. Children also have a very responsible attitude in their relationship with each other and with the staff in the school. Older pupils take responsibility for looking after younger children, and they take this role very seriously. For instance, when it is "wet playtime", older children will act as monitors in the younger classes, ensuring that children have access to the games and resources they need to keep themselves occupied. Children of all ages work well together. They play well in the school playground and in the after-school club.
 37. Children are very proud of their school. They feel a strong sense of belonging to the family community the school encourages. Parents recognise this as a strong feature of the school. All parents and visitors to the school, especially those who work with the children are welcomed and valued
 38. The school effectively promotes children's self worth and self-esteem. They are encouraged to value their own ideas and those of others. In assembly or in lessons, for example, there is an impressive "hush" when children present their work. All participants are listened to carefully and on occasions there is a spontaneous round of applause for particularly impressive contributions. This was seen in a Year 1/2 class when a child with special educational needs gave the right answer to a question after great efforts. This was recognised and valued by all her classmates with vigorous clapping.
 39. The care given to children and the strong caring ethos encouraged contributes well to children's personal development.
- **The school's partnership with parents and the wider community is very strong. This has a very positive effect on children's learning.**
40. Parents play a very important part in school life. Many parents visit and support the school on a regular basis. Others will offer help more occasionally such as in hearing readers or as assistants during educational visits. Parent helpers actively contribute to many areas of the curriculum. For example, one child's father is an ICT expert and regularly gives up time to support pupils during computer sessions.
 41. Many parents also take advantage of the school's training opportunities to extend their own skills as well as those of their children. As part of the EAZ initiative, the school runs a "Family University" where parents and children work together to attain a recognised and accredited qualification.
 42. Parents were particularly complimentary about the new school reports and welcomed the opportunity to respond to comments on their children's progress. The dialogue between school and home is evident in the children's reading logs. All comments from parents are responded to as a matter of priority and their views are taken seriously. Parents, at the parents' meeting, spoke warmly about how the school followed up on their suggestions and made improvements or changes based on the views given.

43. The school also has a warm relationship with the local parishes and visits from the parish priests are a very regular feature of life in the school.

WHAT COULD BE IMPROVED

The school has no significant weaknesses to be considered. However the governors of the school should consider the following development points in order to improve the quality of the provision and raise standards still further.

- **The governors should discuss with the appropriate authorities, aspects of the school's accommodation which require improvement.**
44. St. Joseph's school is a pleasant and well cared for building which staff and pupils use to great effect. It does however have certain design difficulties which governors have spent much time and resources in trying to overcome. Some difficulties, however, still remain.
 45. The lack of acoustic partitioning between some classrooms means that, at times, even low-level noise from the class next door can become intrusive. This is particularly noticeable during whole class sessions in literacy and numeracy. Some form of partitioning is needed to remedy this and allow children the opportunity to concentrate even more carefully during their lessons.
 46. Some of the toilet facilities for children are located in the immediate area of the classrooms. Although these are always kept spotlessly clean by the hardworking caretaker, they are nevertheless inappropriately near some teaching areas and offer children, especially older children, little privacy or dignity.
 47. Another problem area is the cramped conditions for parking within the school grounds. Large numbers of pupils are transported to and from school by taxi or coach. This causes considerable congestion at the beginning and end of the school day and is a safety issue for the school. Nursery children, waiting for transport at the front entrance at the same time further compound this. It is right and proper that these young children are kept safe until adult supervision is available but the cramped nature of the entrance hall and the movement of both adults and children into and out of the building at the same time is a hazard.
 48. The governors should liaise with the appropriate authorities to see what remedies could be used to overcome these difficulties
- **Registration of pupils, including those in the Nursery, needs to be more formalised.**
49. In general the school has good procedures for ensuring and monitoring attendance. All attendance checks are appropriately carried out and usually recorded well. However, the desire for an informal start to the school day, which enables children to take part in a wide variety of additional activities has led to a breakdown of register checks and controls. This has been compounded recently by the regular late arrival of the school buses and the effects of very bad weather.
 50. Nevertheless, some register totals are not completed, and in the Nursery, numbers of children attending are collected, using a simple child-recorded tally system, but are not correctly entered in the register itself.
 51. This constitutes a risk to the safety of children and should be remedied as a matter of urgency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no significant weaknesses.

However the governors of the school should consider the following development points in order to improve the quality of the provision.

52. The governing body should discuss, with the appropriate authorities, aspects of the school's accommodation, which require improvement to ensure:
- adequate sound-proofing between classrooms to eliminate intrusive noise which can cause minor disruptions to the teaching;
 - separate toilet facilities away from the teaching areas throughout the school;
 - that parking arrangements for buses and taxis taking children to and from school ensure the safety of all pupils
 - that the entrance area is adequate for Nursery children awaiting collection
53. Formalise the registration of pupils, including those in the Nursery by:
- ensuring that Nursery attendance figures are entered in the relevant register within 30 minutes of the beginning of each session;
 - ensuring that all register totals are completed on a daily basis;
 - checking all registers for compliance with agreed procedures on a weekly basis.

PART C: SCHOOL DATA AND INDICATORS

54 Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	19

55 Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	40	40	10	0	0	0

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

56 Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	133
Number of full-time pupils eligible for free school meals		23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

57 Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

58 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	13	10	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	9	9	9
	Total	21	20	21
Percentage of pupils at NC level 2 or above	School	91 (83)	87 (83)	91 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	9	9	10
	Total	21	21	23
Percentage of pupils at NC level 2 or above	School	91 (77)	91 (88)	100 (88)
	National	84 (82)	88 (86)	88 (87)

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

59 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	17	10	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	9	9	9
	Total	24	24	26
Percentage of pupils at NC level 4 or above	School	89 (77)	89 (83)	100 (96)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	9	8	8
	Total	23	23	22
Percentage of pupils	School	85 (77)	85 (72)	81 (84)

at NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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Percentages in brackets refer to the year before the latest reporting year.

60 Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	123
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

61 Exclusions in the last school year

	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	0	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.

62 Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	135

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.9
Number of pupils per qualified teacher	15

Total number of education support staff	1
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63 Financial information

Financial year	1999/2000 0
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	£
Total income	292556
Total expenditure	314756
Expenditure per pupil	1885
Balance brought forward from previous year	5092
Balance carried forward to next year	530

Total aggregate hours worked per week	20
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Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	69	30	1	0	0
Behaviour in the school is good.	57	39	1	1	1
My child gets the right amount of work to do at home.	43	43	13	0	1
The teaching is good.	74	25	0	0	1
I am kept well informed about how my child is getting on.	70	27	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	18	3	0	0
The school expects my child to work hard and achieve his or her best.	68	31	0	0	1
The school works closely with parents.	77	21	3	0	0
The school is well led and managed.	74	24	1	0	1
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	72	26	0	0	1