

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Hurst Green, Clitheroe

LEA area: Lancashire

Unique reference number: 119641

Headteacher: Mrs L Wilkinson

Lead inspector: Mrs J Moore

Dates of inspection: 5th – 6th July 2004

Inspection number: 257761

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
Number on roll:	53
School address:	Whalley Road Hurst Green Clitheroe Lancashire
Postcode:	BB7 9QJ
Telephone number:	01254 826246
Appropriate authority:	Governing Body
Name of chair of governors:	Fr Adrian Howell SJ
Date of previous inspection:	7 th July 1998

CHARACTERISTICS OF THE SCHOOL

St Joseph's Catholic Primary School is a very small school, situated in the village of Hurst Green in rural Lancashire. Pupils travel to school from the village, and from other villages and hamlets further afield, mostly by car or taxi. The socio-economic make up of the locality is varied. When children start school many of them have had limited pre-school experiences and they have a wide range of skills and abilities. Their standards are broadly similar to those of other children of similar ages, but there are some children whose standards are lower. All pupils are of white British heritage. The proportion of pupils with special educational needs is above average. Most of these pupils have moderate learning difficulties. A very small proportion of pupils have statements of special educational need. The school population is very stable.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Joseph's Catholic Primary School provides an **effective** education for its pupils. Standards are very high by the time pupils are eleven, and their achievement is **very good**. Teamwork is strong and the headteacher gives the school a firm steer. The collegiate management style is effective. It suits the needs of staff, pupils and parents in this small school and it has had a significant impact on raising standards. Teaching is very good. There is a happy, Christian ethos and pupils are pleased with their school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very high standards and very good achievement, especially in the junior class¹.
- Very good teaching overall with some excellent marking in the junior class.
- There are gaps in the school's systems for communication with parents.
- There are some inadequacies in the school's systems to support pupils with special educational needs.
- Pupils are well used to working independently, they enjoy school and they are happy to be there.
- A number of younger pupils in the infant class are not clear about how well they are doing in achieving their targets.
- Not enough time is available for subject leaders to monitor teaching and learning.

There has been a good improvement since the last inspection. Standards, teaching and learning are all much better than they were. Planning and assessment are good. The arrangements for recording attendance meet all the requirements, and the governing body participate fully in planning and prioritising the work of the school.

STANDARDS ACHIEVED

Caution has to be taken when interpreting these results because of the small number of pupils involved. One pupil more or less, who did not reach a particular level can account for significant differences year-on-year.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	A*	A
Mathematics	E	C	A*	A*
Science	C	E	A	C

Key: A - high standards; A - well above average; B – above average; C – average; D – below average; E – well below average; E* low standards. Similar schools are those whose pupils attained similarly at the end of Year 2*

In 2003, pupils in Year 2 attained above average standards in the national tests in reading, well below average standards in writing and average standards in mathematics. There has been an improvement this year, 2004, with a greater proportion of pupils reaching level 3, the higher level. There have also been improvements in Year 6. In 2003, high standards were achieved in English, mathematics and science when standards were in the highest five per cent in the country in English and mathematics. This year, every pupil achieved the higher level 5 in every subject. Standards in information and communication technology (ICT) are well above average. There are no differences of note in the achievement of boys and girls. Overall, achievement is very good. Religious education is to be inspected by the diocesan authorities, as this is a church school.

¹ The junior class has Year 3 to Year 6 pupils. The infant class has reception children, Year 1 and Year 2 pupils. The reception year is known as the Foundation Stage.

Children in the reception class start school with broadly average skills and understanding. They progress well, so that over the year their achievement is good. The higher attaining children have already achieved their targets² and moved into the National Curriculum. Most of the other children have also achieved their targets.

Attendance levels are good. Behaviour, relationships and attitudes are very good. Pupils' spiritual, moral, social and cultural development is very good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **very good**, especially in the main subjects and in ICT. The reception group is well taught. Pupils with special educational needs have good support that enables them to achieve as well as their classmates, but the systems for tracking this are not fully in place. There are good systems for assessing how well the pupils are doing but the younger pupils are not sure about their targets in English and mathematics, and this needs more explanation to improve their understanding. The vast majority of pupils, who respond very well to the challenging and exciting tasks that teachers set for them, enjoy learning. There are many planned opportunities for pupils to work independently and at length when they are working at their science investigations or solving problems. The curriculum is good. There are good links with the local community and other schools. Links with parents are satisfactory but they could be better.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good**. Everyone pulls together as a valued member of the school team. The headteacher's leadership is **good**, and her senior teacher very ably supports her. There are effective systems for managing the school and these ensure smooth running on a day-to-day basis. The only gaps are the school's systems for the provision for pupils with special educational needs and in communicating with parents. Governors are clear about the school's strengths and weaknesses, and they are participating fully in planning the way forward. The lack of time that is available to monitor teaching and learning means that staff do not have a full range of information about their subjects. This curtails their ability to plan the next stages in learning effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are pleased with their school. Parents are generally very happy with the school. Their main concerns focus around aspects of communication.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve younger pupils' knowledge about their targets.
- Make time to monitor teaching and learning.
- Improve the systems for communicating with parents.
- Pupils' targets on their individual educational plans are not specific enough, especially in the junior class.
- Parents of pupils with special educational needs have too few opportunities to discuss their child's progress.

² These are known as the early learning goals that children are expected to achieve by the end of the reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Great care must be taken when interpreting these results in this small school, which has few pupils in each year group. One pupil more or less can make a significant difference to overall percentages.

Achievement is **very good**. By the end of Year 6 standards are well above average.

Main strengths and weaknesses

- In 2003, the national test results for the eleven-year-olds in English, mathematics and science were in the top five per cent in the country.
- This year, 2004, every pupil achieved the higher level 5 in each of the main subjects.
- Reception children achieve well.
- The achievement of pupils with special educational needs is very good.
- Infant pupils, in Years 1 and 2, achieve well.
- Writing is the weakest area where standards are average but improving.

Commentary

1. The drive for high standards is constant throughout the school and is paying dividends. Standards have improved significantly since the last inspection, especially at the upper end of the junior class. Trends in attainment are variable, due to the small size of the year groups, but are above national trends for both the seven- and eleven-year-olds. Standards in information and communication technology (ICT) are well above average. Religious education (RE) was not inspected as part of this inspection as St Joseph's is a church school and RE is to be inspected by the church authorities.
2. In the 2003 national tests the seven-year-old group attained above average standards in reading, well below average in writing and average in mathematics. When compared to similar schools standards were average in reading, below average in mathematics and well below average in writing. There was a higher proportion of pupils with special educational needs in the group and these pupils had specific difficulties in developing their writing skills. The group, who are now in Year 3, have made very good progress during this year (2004) and standards have improved. The current Year 2 - a very small group – are achieving well. Standards are average in writing, mathematics and science, with above average standards in reading and speaking and listening. This year there is a higher proportion of pupils with significant special needs in the group.
3. In the 2003 national tests, the very small eleven-year-old group attained high standards in English and mathematics, being in the highest five per cent in the country. Standards in science were well above average. When compared to similar schools standards were well above average in English, in the highest five per cent in the country in mathematics and average in science. High standards have been improved even further in the national tests this year (2004). Throughout the school boys and girls achieve equally well, and there are no significant differences in any subject.
4. When children join St Joseph's their skills and understanding are broadly average for their age. This does vary significantly year-on-year, as does the number of pupils in each year group, where currently the smallest year group has four pupils. There are seven pupils in the reception group. Early assessment quickly identifies where children need extra support, enabling the staff to plan tasks and activities that are at the right level. Higher attaining children are also identified and this enables the staff to plan challenging tasks so that their learning moves forward at a

good pace. Children make good progress during their time in reception. Almost all of them have met their targets for the end of the reception year and a minority have exceeded them.

5. The current Year 2 pupils speak confidently and clearly in small or large groups. Reading skills are firmly in place and pupils use a range of strategies to identify unknown words successfully. Writing skills are improving steadily. The higher and average attaining pupils have a secure understanding of how to structure their written work. The lower attainers are not at this level. In mathematics, pupils are familiar with number facts to 20. They use the correct mathematical language to describe two- and three-dimensional shapes.
6. Year 6 pupils have high reading and writing standards. Their understanding of crucial themes was aptly demonstrated by their persuasive writing task, when they organised their ideas to support specific viewpoints about whaling and its traditions. Speaking and listening skills are very good all round. In mathematics, challenging tasks on the angles of turn are well understood, as are the importance of constants and variables when setting up fair tests in science. There is no difference in the achievement of pupils with special educational needs, which is very good, like their classmates.
7. The school's targets are challenging. They were exceeded last year in 2003, and again in this year in 2004. This is due to high quality teaching. One of the strengths in this small school is the staff's knowledge of their pupils. Targets are used very effectively to push up standards in the junior class. The next stage is to make sure that all the infant pupils are aware of their targets and they know what they need to do in order to achieve them, especially in writing.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and a strength of the school. The spiritual, moral, social and cultural aspects of personal development are very good overall. The levels of attendance and punctuality are good.

Main strengths and weaknesses

- The pupils really enjoy their school life and would recommend St Joseph's to other children.
- Their attitudes and behaviour make a significant contribution to the positive learning climate.
- The relationships between pupils are very good, enhancing the quality of school life.
- Pupils' spiritual, moral and social development is very good. The school helps pupils to become more mature and grow into responsible citizens.
- The levels of attendance and punctuality are good.
- Pupils have limited opportunities to experience cultures other than their own.

Commentary

8. Pupils' very good attitudes, behaviour and relationships have a positive impact on achievement and help to build a positive learning climate in this caring community. These aspects are a strength of the school.
9. As in the previous report, attitudes are very good. Pupils, including those with special educational needs, want to learn, like school and are willing to work hard. They are eager to answer questions and contribute to lessons. Teachers and assistants encourage pupils with special educational needs to concentrate well and to tackle challenging tasks with determination. Pupils are happy to talk about their life and work in school, readily giving details about the many things that they enjoy, such as, scientific experiments and participation in sports. They are pleased with their achievements. For example, Year 6 created a school newspaper *St Joseph's News* featuring named articles on many aspects of the life and work of the school, as well as games and puzzles. They speak with pride of their school and would recommend it unhesitatingly to others.

10. Behaviour in and around the school is very good overall, but particularly good in the juniors. Pupils with special educational needs mostly behave as well as their classmates. Any anti-social behaviour is quickly checked. Pupils know and understand the need for acceptable behaviour, recognising the consequences of anti-social actions. They generally get on very well with each other and bullying is rarely an issue. If a pupil is upset, they are happy to confide in an adult and are confident that the matter will be resolved. In a friendly atmosphere, pupils of all ages play sociably together at lunch and break times, with the older boys and girls having a thoughtful and responsible attitude towards younger pupils. This shows one aspect of the school's caring, Christian ethos. Pupils are well-mannered, responding to the questions of visitors readily. Parents and pupils believe behaviour is good and the inspection evidence supports this. No pupils have been excluded from school.
11. The quality of relationships between pupils themselves and between pupils and staff is very good. This openness and warmth encourages effective learning and good behaviour. The staff are very good role models, promoting concern, tolerance and self-discipline very well. They consistently boost pupils' confidence and help them to work independently, so that pupils are prepared to engage in, and keep trying with new areas of learning. Working in this friendly community enables pupils to learn and achieve very well. They happily work collaboratively and co-operatively with others of varying ages and abilities. All the pupils value friendships highly. They respond very well to opportunities to take on responsibilities for their work and a range of tasks. Raising money for charities is one instance of them organising themselves and tackling the job most ably.
12. Pupils' spiritual, moral and social development is very good; the cultural aspect of personal development is good. Pupils value fair play very much and are very willing to explain why some actions are wrong or hurtful. They have a mature understanding of right and wrong reflecting the school's ethical code. Pupils' social development remains very good with many opportunities offered for them to interact with other pupils and members of the local community. Parents recognise their children's growing maturity and development in becoming responsible citizens. The spirituality of the world is portrayed and reinforced in assemblies, depicted in literature and shown in lessons like science. The local church makes a significant contribution to pupils' moral and spiritual awareness. Their understanding of the richness of their own culture is good and they are learning about and developing respect for the beliefs of others, although there are limited opportunities to explore and experience cultures other than their own. The link with Nepal enhances pupils' knowledge and understanding well.
13. Pupils' level of attendance in the current school year has fallen slightly to 95.7%, 0.9% lower than that of the year reported below. This drop is mainly accounted for by holidays taken in term time and a very small amount of unauthorised absence. The pupils get to school in good time, enabling lessons to start promptly. Registration is efficient and now meets all requirements. Their attendance and punctuality make a positive contribution to their achievement.

Attendance in the latest complete reporting year i.e. 2002/3

Authorised absence	
School data:	3.4%
National data:	5.4%

Unauthorised absence	
School data :	0.0%
National data:	0.4%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**.

Teaching and learning

The quality of teaching and learning is **very good**.

Main strengths and weaknesses.

- High expectations and a brisk approach create a very positive climate for learning.
- Teachers have a very good knowledge of their subjects.
- The quality of marking is excellent in the junior class. It helps to set pupils' targets for learning.
- The targets for pupils with special educational needs are too general in the junior class.
- Pupils work hard. They work equally well when working independently or collaboratively.
- Some infant pupils are not clear about their targets, especially in writing.

Commentary

14. There is very good teamwork in this small school. Teachers and support staff work closely together, producing a whole school approach to teaching and learning. This works very well in maintaining a cohesive approach in each class. Another strength is the way in which the school has maintained a breadth to its curriculum by enabling staff to teach their specialisms, enabling everyone to benefit.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	11	5	0	0	0	0

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

15. Teaching and learning are very good overall, with no lesson being less than good. Good improvement has been made in moving forward on the issues that were identified in the last report. Planning is now very good, and there are good systems for assessing how well the pupils are achieving. On-going assessment tracks pupils' progress and achievement so that any gaps can be identified and tackled straight away. Formal assessment helps staff to have an accurate overview of how well the pupils are doing, and this helps them to set future learning targets. The one gap in the system is linked to infant pupils, a significant minority of whom are not clear about how well they are progressing towards achieving their targets.
16. Pupils with special educational needs have very good support in lessons, which means their achievement is also very good. Their needs are met successfully, but there are few documented systems for making sure that there is adequate provision for this group. The provision falls short of expectations because of this omission. A number of parents who have pupils with special educational needs are concerned that there are not sufficient opportunities for them to discuss their children's progress. They are right. Some targets on pupils' individual education plans are too general, especially in the lower juniors. However, this is overcome successfully because staff know their pupils very well, and they give them the correct support. Nonetheless, it is an issue that needs to be tackled.
17. When children join the reception class their skills and understanding are broadly average, with variations year-on-year. Staffing issues have been successfully resolved and there is a good team that is recently in place. Teaching is good, children are achieving well, and all the evidence suggests that this rate of progress will improve even further over time. There is a good balance between tasks that are directed by adults and those chosen by the children themselves, giving everyone ample opportunity to learn productively. Higher, average and lower attaining children achieve well, making good gains in their learning. Pupils with special educational needs are well supported and their achievement is good, like their classmates.

18. In the two classes in the school, no time is wasted as staff begin lessons briskly so that the pupils are immediately focussing on their task. Pupils are well motivated to succeed and they are keen to rise to the high expectations of their teachers. Targets are used very well to push learning forward, especially in the junior class. The excellent marking in this class really does help pupils to improve by clearly identifying what needs to be done. The on-going dialogue between the teacher and his pupils ensures they make very good gains in their learning.
19. Homework is used very well to extend pupils' understanding or to reinforce new learning. Parents are fully involved in supporting their children and they appreciate this.

The curriculum

Curricular provision overall is **good**.

Main strengths and weaknesses

- Arrangements for equality of opportunity and inclusion are very good.
- A good curriculum provides pupils, particularly the older ones, with a rich variety of learning opportunities.
- Classroom assistants make a good contribution to learning and raising standards, particularly in supporting pupils who have special educational needs.
- The preparation for pupils' entry into Year 7 is very good.
- Teachers plan the sequence of learning steps through the school well.
- There is a very good range of extra-curricular activities.

Commentary

20. The senior teachers plan the curriculum very effectively as a team. By aiming to create a wide ranging curriculum they have remedied the weaknesses noted in the previous inspection report. The breadth of the curriculum is good overall. The curriculum for pupils in Years 3 to 6 is particularly strong. This is because the teachers have developed depth in subjects like science and ICT, and relevance through interesting links made between subjects. The curriculum is enriched by a much wider range of supplementary activities than at the time of the previous inspection. It gives pupils a wealth of relevant learning experiences, both in and out of the classroom. Extra-curricular activities are now in place, overall a wider range than usually found in small schools. These, and the very popular residential trip to an adventure centre, strengthen the curriculum for physical education considerably, with a consequential raising of standards. These activities are available mostly to junior pupils.
21. Acting on the recommendations of the previous inspection, the staff now base the long term planning for all subjects on recognised national or local guidelines, giving secure coverage of National Curriculum programmes of study. Work schemes for design technology and history are now fully in place and operating effectively. The planning team have incorporated a monitoring overview to ensure that skills and knowledge development proceeds in an orderly sequence appropriate to the age and ability of all pupils. This aspect is particularly important in a school where classes comprise three or four year groups. This was an aspect that worried a number of parents. Not only has the school solved this issue, but inclusion goes on to accommodate the needs of its special pupils and those identified with gifts and talents in particular areas. The teachers see the curriculum as the means to achieve their aim to enable pupils to reach the highest possible standards, and suitable challenge is built in to do this.
22. Provision for pupils who have special educational needs is satisfactory. The curriculum for pupils who have special needs is adjusted by means of individual education plans. Although the intervention strategies are well selected, and followed carefully by the teachers and support staff, the targets in some of the plans are of a more general nature, especially in the junior

class. They do not set a precise agenda where the specific progress made can be measured over identified time-scales.

23. The school has begun the process of curriculum innovation. Some good initiatives already contribute well to pupils' progress. For example, the junior's interactive whiteboard (together with the full range of ICT equipment) is a particularly strong feature within a good resourcing picture. The school has maintained the good provision for pupils' personal and social development. One important element within it has improved. Teachers now plan frequent opportunities for pupils to use their initiative, make choices and exercise responsibility in and out of the classroom. Pupils themselves value this, and enjoy the more active approach to learning. They feel, rightly, that the school provides fair access to learning for all.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is satisfactory with good elements, whilst the support, advice and guidance provided for them throughout their time at St Joseph's are good overall. The school involves pupils in the life of the school soundly, valuing their suggestions and ideas.

Main strengths and weaknesses

- Staff build up very good relationships with pupils, providing them with very good role models.
- Staff know their pupils very well and effectively support their personal development.
- Effective induction arrangements give pupils a good start to their life at St Joseph's.
- Every child is valued and their achievement is celebrated well.
- Pupils' targets on their individual education plans are not precise enough for pupils with special educational needs in the junior class.
- Some of the infants are not sure about how well they are doing.
- Procedures for recording some health and safety actions need to be updated.

Commentary

24. This is a small, happy, caring community where pupils have great trust in staff. There is always someone to turn to if a pupil needs help and advice. This relationship forms the foundation on which the care and welfare of pupils are built. The mutual respect shown helps create a secure and safe atmosphere where learning can thrive, pupils can achieve very well and anti-social behaviour cannot flourish. The headteacher has relevant training in child protection and follows local guidance, briefing her staff as necessary. The Christian ethos is firmly embedded into the school's day-to-day life, underpinning all its work.
25. The teachers and teaching assistants know their pupils very well and the pastoral care is very good. The links with the playschool are good and there are effective arrangements for pupils joining St Joseph's, either in the reception class or later in their school life. These help them to settle in quickly and happily. The induction is praised by parents. The school has very good arrangements with its linked secondary school, creating a smooth transfer to the next stage of education.
26. All staff work together to try and make the school environment as safe as possible. Most risk assessments are firmly in place, but some procedures, for example, the logging of the regular fire drills, need to be revised. Occasional accidents are dealt with well. Two trained first aiders are on site and all accidents are recorded carefully. The supervisor at lunchtime competently oversees the pupils and any minor injuries are dealt with sensibly. However, as there is only one supervisor the pupils have to wait until everyone has finished eating before they can move from the dining hall; this curtails the time that can be spent outside for many pupils. Currently there is

no health and safety governor as the governing body's committees have recently been reorganised.

27. Staff monitor and support the personal development of pupils effectively. Teachers and their assistants are sensitive to the needs of all pupils and ensure that they are fully involved in class activities. Teachers use assessment well to plan the next stage of a pupil's learning in the core subjects and older pupils know their targets. By Years 5 and 6 pupils have a very good understanding of how to improve their learning and they know what they are expected to achieve. However, some infant pupils are not clear about how well they are doing towards achieving their English and mathematics' targets. They need more explanation to help improve their understanding. Teachers monitor the general progress of pupils who have special needs well. However, the targets in these pupils' individual education plans are too general and do not link directly to the good support in lessons. The school draws well on the expertise of specialist services for more detailed diagnostic testing and support. This has resulted in the use of more precise forms of assessment for pupils who have more intense needs.
28. Pupils feel valued and are involved in the life of the school. Their views are sought informally, rather than more systematically through a questionnaire or an elected school council. There is easy two-way communication between pupils and staff as a result of very good relationships, with the staff taking time to listen to pupils' views which they consider with respect. Pupils appreciate being part of the school community.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory, whilst those with the community and other schools are good. All these links enhance and extend pupils' learning opportunities.

Main strengths and weaknesses

- Parents are positive about the benefits of this small school.
- Communication with parents could be better.
- Parents and members of the community support learning in the classroom and at home well.
- The school is an integral part of village life.
- The community and other schools have successful links with St Joseph's and these enhance pupils' experiences.

Commentary

29. Overall parents are pleased with this school. They appreciate its warm, caring ethos and its size. They like the way their children settle quickly on joining the school and how they are prepared for secondary school. They strongly believe that the quality of education their children receive is very good and that the children achieve well. They are appreciative of the good behaviour and attitudes of their children and firmly believe that they are growing up to be mature and sensible adults. They are thankful for the very good relationships their children have with adults in school and have a firm belief that their children are treated fairly. The inspectors agree with all these positive points.
30. However, there is a significant number of parents with concerns regarding communication. One instance of this is that there is only one consultation meeting during the school year and this is held in the autumn term. This is followed up by a written report in the summer term. Many parents are left feeling they are not sure how well their child is doing at other times of the year. Parents recognise they are encouraged to ask for further information and many do. However, as the headteacher has a heavy teaching commitment, some feel inhibited about approaching her during her teaching and preparation times. A few parents would like a specific time allocated for teachers to be available to talk to parents on a regular basis.

31. Some of the parents of children who have special educational needs feel they have not always been fully involved in the procedures at each stage. They have not had regular precise and systematic feedback. The children's individual education plans lack sufficiently detailed targets. However, this aspect of the school's work has improved since the previous inspection, and is part of the school's cycle of self-evaluation for review and action.
32. Written information for parents is sound. Regular letters keep parents up-to-date with the latest news of the life of the school and try to ensure sufficient notice for all events. There is also a parents' noticeboard, but its position inside the entrance lobby means that parents have to enter the building to check the contents. The irregular newsletters are attractive and lively, containing coloured photographs of the children at work and play. The school prospectus and the governors' annual report to parents make available necessary information in a straightforward way. Parents like the annual reports of their children's progress, although the next steps for learning are not always spelt out. Pupils' reading diaries also form a channel of communication, although not every parent takes advantage of this regularly.
33. Parents contribute well to the children's learning at school and home. They attend courses such as digital camera training, help in school and with visits. A group of parents have undergone training in cycling proficiency and they are now able to train and test the children. In general, parents give good backing to their children's learning at home and at school. This involvement with the life and work of the school has a positive effect on pupils' attainment and achievement.
34. Many parents commented that the school is an integral part of village and parish life. Parents and the local community are active members of the Friends of St Joseph's. The Friends contribute not only financially but socially to the life of the school, raising sums of money that make an important donation to school funds benefiting their children's education. There are very good links with the local church, which enhance moral and spiritual development of the pupils. Members of the community come into school and are willing to give freely of their time. They bring to life aspects of the curriculum and share their experiences with the pupils.
35. The links with other schools are good, enhancing the pupils' knowledge and understanding. There is a close working partnership with the local High School to which most pupils transfer, helping to make the transition easier and smoother for them. The well established links with feeder nurseries and the Friday afternoon playschool held in St Joseph's help to ensure a happy transfer to "big school". The association with clusters, such as the catholic heads group, help to extend experiences, knowledge and skills for both pupils and staff.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**.

Main strengths and weaknesses

- The collegiate approach to planning is very effective in producing close-knit teamwork with high aspirations, impacting well on raising standards.
- The very strong commitment to equal access for all pupils.
- The governors' close involvement with the school helping to shape the vision for the school's future.
- Effective and prudent management of the school.
- The systems for supporting pupils with special educational needs have gaps, especially in determining specific targets for the junior pupils.
- Insufficient monitoring of teaching is inhibiting the growth of consistency.

Commentary

36. Parents and pupils alike value the family feel of the school. Inclusion and care for pupils are embedded in the heart of the school's work. The headteacher has a clear vision for the future of the school. By forming the senior staff into a collegial management team, the headteacher has overcome most of the negative points from the previous inspection. The vision of a school dedicated to reaching the highest standards and providing a better quality of education than usual in small schools, is shared by all the staff and governors. By careful recruitment of staff a greater stability and expertise exists than at any time in recent years. The delegation of subject responsibility as a team role works very well and has added considerably to the breadth of the curriculum. The raising of aspirations through the leadership team has already had a substantial impact on very high standards in tests over two years, and on the skills of ICT.
37. The partnership between the headteacher and the governing body has improved since the previous inspection. Collectively they now exert a good level of influence on the direction of the school. They are more involved in the life of the school and its decision making processes. Their expertise is valued more, and used well within the financial management systems. The budget is very well administered. The governors hold prudent reserves that are earmarked for specific purposes such as an additional path, new computing equipment and the continuing development of the outdoor area for the youngest children, all of which are valid to the continued promotion of high standards and achievement. Governors and staff are determined to provide best value for the education of the pupils in their care. Relationships are very good, with the valued support of the governors helping the management team to have confidence in attempting new initiatives. Some aspects of the governors' role as critical friends are still open to negotiation. Communication with parents is a gap in the school's otherwise good systems.
38. The leadership of special needs provision is satisfactory. The new team approach, with the accent on raising expertise, results in good support levels in classrooms, and very good achievement by pupils. The planning of intervention programmes, and the number and deployment of support staff has improved since the previous inspection. The support assistants make a very good contribution to the progress of special pupils. All these aspects are running smoothly, and the money allocated is well spent. However, the quality of the pupils' individual education plans is not monitored. Consequently the precision of the targets within them lags behind the quality of the support. The co-ordinator's action plan rightly identifies the need to extend the computer-based resources for special needs tuition. Although teaching overall is very good, there is no monitoring of how this quality is achieved. This inhibits the move towards even greater consistency and quality.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	182389
Total expenditure	180787
Expenditure per pupil	3766

Balances (£)	
Balance from previous year	20245
Balance carried forward to the next	21847

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

This is a small school with very few children in the reception year.

39. The provision for children in the Foundation Stage is **good**, an improvement since the previous inspection. Children join the infant class at the beginning of the year they are five. This class is a mixed-age class, with Year 1 and 2 pupils as well as reception children. When the children start

at St Joseph's their skills and understanding are broadly average, but this does vary from year-to-year. At this stage, at the end of the school year, most children have attained their targets, and a minority have exceeded them. Teaching is good, as is the children's achievement in all areas of learning³. The curriculum is carefully planned and monitored. There are effective systems for checking how well the children are progressing and staff use this information well to help them plan the next steps in learning. The class is taught by two teachers, one of whom is the headteacher. The teachers are well supported by a teaching assistant and a learning support assistant. Stability in staffing has enabled the headteacher to plan future developments with increased confidence. Pupils with special educational needs have good levels of support that enable them to achieve well. Parents are satisfied with their children's education, and they feel that they have good beginning to their school career.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children work cooperatively together, sharing their toys and equipment and taking turns sensibly.
- Relationships are very good, as is behaviour, and children are confident learners.

Commentary

40. Effective systems for introducing children into the infant class enable them to adapt well to school routines. Older pupils are sensitive to the needs of the younger ones, and they all demonstrate considerable maturity as they work alongside each other. A good range of well-planned tasks encourages reception children to explore and investigate for themselves whilst working individually or with a small group. The children's confidence grows as they extend their friendship groups, making decisions and working co-operatively, as in a lesson where they were exploring the force of the wind in the playground. Teaching is good and children of all capabilities are supported well. They are interested in their tasks, keen to learn and their behaviour is very good, all of which ensures good achievement. Personal, social and emotional development successfully underpins every aspect of day-to-day life in this Catholic school. Most children have met their targets and a minority have exceeded them.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- All aspects of literacy are planned and taught well, enabling the children's skills to be developed successfully. Their achievement is very good.
- Books and stories are enjoyed and children are well launched into reading and writing by the end of the reception year.

Commentary

41. A number of children join the reception group with limited speaking skills, other children speak clearly and fluently and at length. Good assessment identifies the way forward so that every

³ The name given to the curriculum in the reception class.

child has many planned opportunities to talk to each other and to the whole group. The strong oral and practical focus is one of the main strengths of the very good teaching. Children are confident when talking about their activities and when participating in role play. Listening skills are developed well as they take turns in class discussions or when listening to a story. Children have access to a wide range of books and stories, which develops a love of reading. Phonics are introduced at an early stage, helping the children's early acquisition of reading and writing skills. Almost all children are reading a simple book by the end of reception, with some children reading more challenging books. Most children can write simple sentences without help, forming most of their letters correctly. Their targets have been met, with a significant proportion of the small group exceeding their targets.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children have a good range of practical activities which interest them and develop their understanding well.
- Good assessment enables staff to pitch tasks at the right levels for children of all capabilities.

Commentary

42. The strong focus on oral and practical mathematics makes learning fun, as well as developing a good understanding of number and shape. No opportunities are missed to encourage the children to count and order numbers. Songs, rhymes and games help children to familiarise themselves with numbers to 10 and 20, and they enjoy counting forward and backwards and recognising missing numbers. The emphasis on using the correct mathematical language means that children understand 'more than', 'less than', 'the same as' when working out simple problems. Higher and average attaining children have met their end of year targets. They can create a range of patterns, alternating colours and developing their own repetitive patterns with squared paper, beads or blocks. Lower attaining children are not at this level, but they are able to print simple patterns using two colours.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good range of practical experiences are planned and delivered.
- Children enjoy learning.

Commentary

43. Teachers' plans, work around the school and photographic evidence indicate that the children have a wide range of first hand experiences. Good use is made of the school environment as the children grow plants and vegetables in their outdoor garden. They are keen to check how fast their plants and seeds are growing and the children make planned and unplanned observations during the course of a week. Computer programs are used independently and children can manipulate the mouse confidently. Teaching is good as is the children's achievement. End of year targets have been met by most children.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

44. It was not possible to make an overall judgement about the provision in these areas of learning, all of which are covered in teachers' plans. Effective systems track how well the children are doing so that gaps in learning are speedily identified and tackled.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 6.
- Pupils of all capabilities achieve highly in the junior class, including those with special educational needs and the very highest attainers.
- The achievement of infant pupils is good.
- Much work has been done in the infant class to improve writing standards, with satisfactory results so far.
- Infant pupils are not always clear about how well they are doing towards reaching their targets.

Commentary

45. The high standards that are achieved at the end of Year 6 are the result of very good teaching, high expectations and a determination on the part of staff and pupils that they will do well. Teamwork is good throughout the school with each teacher extending pupils' learning successfully, ensuring that achievement is very good overall. Pupils with special educational needs achieve as well as their classmates, they have surpassed their targets.
46. Standards in speaking and listening, reading and writing are all well above average by the end of Year 6. Standards at the end of Year 2 are above average in speaking, listening and reading. They are average in writing.
47. Older pupils' reading habits are well formed, and consistent monitoring and encouragement gives them confidence in their ability to read a range of challenging fiction and non-fiction texts. Reading is enjoyed and the pupils are keen to read, sharing their reading choices with each other and giving detailed analyses of their reading material. The planned reading time is used very well, and there are excellent links with writing. For example, Year 6 pupils were using the text *Before the Whales Came* by Michael Morpurgo as a basis for preparing a balanced written argument about a range of whaling issues related to ethics and environment.
48. Junior pupils achieve very well in writing. Opinions are logically thought out as pupils write persuasively from different points of view. Writing is well structured, bright and lively, with good use of adjectives to sustain the readers' interest. Pupils are competent at using complex sentences for detail and short sentences for effect. Spelling and punctuation are accurate and work is presented very well. Excellent use is made of ICT to support pupils' learning.
49. Speaking and listening skills are good by Year 2 and frequently very good by Year 6. Throughout the school, staff take every opportunity to extend and develop pupils' spoken language, with obvious success. Infant pupils listen carefully and attentively. They join in discussions well, and they are keen to give their opinion or to put forward their own ideas. Junior pupils have many speaking opportunities, asking questions and developing their own ideas, as in a science lesson on friction when they had to use the correct terminology to explain their reasons.
50. Infant pupils read with enthusiasm and interest. Reading is well structured with many opportunities for pupils to read a range of materials. Standards are above average by the end of Year 2, and achievement is good. Pupils of all capabilities demonstrate a range of strategies to identify an unknown word or phrase, they are not afraid to 'have a go'.
51. Writing is an area of focus in the infant class, and the school has worked hard to improve standards, with some success. Standards are average and improving. Pupils' achievement is

good. Higher and average attaining pupils are developing a clear structure to their written work, and they use a good range of suitable vocabulary. Lower attaining pupils find this difficult unless they have adult help. Individual targets guide pupils forward so they know what is expected of them, but a significant minority of infant pupils is not clear about their targets or how well they are doing, and this is an area for development.

52. Teaching is very good, and staff work together effectively. Planning is also very good, and pupils of all capabilities are well challenged, especially in the juniors but in the infant class as well. Junior staff are outstanding in making the very best use of technology to enhance teaching and learning in the mixed-age class. The organisation and management of learning is first rate. Without exception, across the school, the teachers have high expectations of what their pupils are capable of achieving and the pupils rise willingly to the challenges that are set for them. Tasks are pitched at the right levels for higher, average and lower attaining pupils because staff keep a careful check on how well their pupils are doing. This speeds up learning.
53. The subject is led and managed well. Improved analysis of all the data about how well the school is doing means that staff and governors have a clear picture of where the strengths and weaknesses are in English.

Language and literacy across the curriculum

54. Pupils use their literacy skills very well in all the other subjects of the curriculum, especially speaking and listening in science, music and physical education (PE). Reading skills are used well, and this enables pupils to undertake a range of research effectively, enhancing their learning across the board. Pupils cover a lot of ground in their writing, and this helps staff to make sure that learning is always productive.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- High standards by the end of Year 6, with pupils achieving particularly well.
- The teachers stress the development of pupils' independence very well.
- Teaching is very good with particularly high expectations from Year 3 to Year 6.
- The subject management and the school's action to develop the subject are good.
- The monitoring of teaching is not an established system to share best practice.
- Teachers of older pupils use ICT well in mathematics.

Commentary

55. Standards at the end of Year 2 are average. Pupils achieve well. Standards at the end of Year 6 are high, pupils achieve particularly well. This establishes a strong upward trend for mathematics over the last two years and a significant improvement since the previous inspection. Pupils with special educational needs achieve as well as their classmates. They have surpassed their targets.
56. Teaching is very good. This is a significant improvement since the previous inspection. Teachers are very successful at motivating pupils. They encourage pupils to have confidence in their own thinking skills. They share key information, like the lesson objectives, to help pupils understand the context of their learning. As a result pupils have developed a positive attitude to mathematics. Teachers realise the importance of creating good learning conditions. In Year 2 lessons for instance, the pupils' learning takes a humorous slant as they pit their wits against the wily 'cheeky monkey'. The teachers work at a particularly fast pace. Pupils know they have to think hard and respond rapidly. They thrive on it. The teachers are particularly adept at

building the confidence of lower attaining pupils, while stretching the top end. The Year 6 pupils know they must keep up with tight concentration. They work with determination. The junior teachers have particularly high expectations, giving the pupils clear but basic instructions and then expecting a high level of independent work.

57. Teachers use resources well. Year 2 pupils, for example, gained a deeper understanding of solid shapes because the teacher had given them a wide range to handle and explore by breaking them open. The school's computers are well used for pupils to practice data-handling and the use of spreadsheets. Many key mathematical concepts are strengthened, by applying them in practical situations like running the tuck shop. The junior interactive white board is a valuable resource during lesson introductions, making teaching points particularly clear. "You can actually see the angles opening and closing," said some pupils watching the protractor display.
58. The good subject leadership has encouraged staff to use assessment information more effectively. As a result teachers identify pupils more accurately by ability. In the best lessons the teachers provide pupils with tasks that are challenging and well matched to their age and abilities. Teachers group the pupils accurately. They plan different activities to suit the needs of the groups very effectively. For instance, as well as providing good support for pupils who have special educational needs, the school has identified gifted pupils in Years 4 and 6, who receive suitably challenging extension work. However, the nature of the teaching and learning is not monitored formally in order to share best practice and achieve even greater consistency.

Mathematics across the curriculum

59. Teachers use a very good range of opportunities to enable pupils to practice their mathematical skills in other subjects. For instance, all junior pupils use the computers regularly to produce graphs and charts at various levels. They develop a strong understanding of the different elements within data-handling through spreadsheets and other software. Numeracy is central to the measurement and recording of science outcomes, position and scale in geography, and angles and size in design technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are very high in Year 6 and pupils achieve exceptionally well.
- Computer and numeracy skills are particularly well used to support investigations.
- Teaching is very good, with particularly high expectations from Years 3 to 6.
- In Years 1 and 2 pupils' skills of experiment and investigation are not as strong as their scientific knowledge.

Commentary

60. Standards at the end of Year 2 are average. This is a balance between pupils' knowledge, which is often very good, and skills in investigating, which are sometimes below the expected level. Overall pupils make good progress and achieve well.
61. Standards at the end of Year 6 are very high. Pupils make very good progress throughout Years 3 to 6 and by the end of Year 6 have achieved exceptionally well. After several years of relatively weak results the upturn in standards two years ago is a significant improvement. It is also a good improvement since the previous inspection.
62. Teaching is very good. The teachers' planning is based well on national guidelines. It develops pupils' knowledge and skills in a smooth progression throughout the school. The school's

teaching and learning policy, introduced by the management team two years ago, has promoted a style of teaching based much more on active learning. Teachers present interesting topics and create effective learning conditions for pupils to investigate for themselves. For Year 2 pupils the balance is still towards the knowledge aspect. The pupils acquire a very good fact base about materials, living things and physical processes. Their lively study of windmills and the strength of the wind increased their understanding effectively.

63. Junior teachers expect pupils to do a lot of the thinking for themselves. They guide pupils well in the more difficult area of reasoning how evidence observed leads to valid conclusions at the end of an experiment. They ensure that pupils understand what fair testing means. They are good at helping pupils to make relevant and accurate measurements. They provide very good and frequent opportunities for pupils to use their numeracy and computer skills to convert their data into mathematical forms of recording. Teachers set high expectations for work and behaviour. After a basic set of instructions, pupils are expected to work independently. The tasks are very well matched to the range of ages and abilities in the class. Pupils who have special educational needs are well supported and experience an equal measure of success.
64. Teachers use the good assessment system well to identify groups by attainment, and to track pupils' achievement, to ensure consistently high standards at the end of Year 6. The co-ordination by the senior staff team is an effective system that has brought about valuable changes since the previous inspection. They do not, however, have sufficient time to monitor the consistency of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Very good leadership and resourcing have brought about much improved provision.
- Standards are well above those expected and pupils' achievement is now excellent by the end of Year 6.
- Pupils use their computer skills particularly well to support other subjects.

Commentary

65. Standards by the end of Year 2 are average, and pupils achieve satisfactorily. By the end of Year 6 standards are well above average, an excellent achievement. This is a significant improvement since the previous inspection. The pupils' work folders show that they make rapid progress through the juniors in acquiring a wide range of skills and knowledge. Pupils who have special educational needs are well supported in lessons to enable them to make very good progress also.
66. No lessons were observed in Key Stage 1. Teaching in Key Stage 2 is consistently very good and at times excellent. Teachers have very clear objectives for lessons and give clear instructions. The teachers use the planning scheme very well to build skills rapidly. The key strength is the challenging expectations. For Year 6 the teacher explains to the pupils how the lessons' activities will raise their skills from level 5 to level 6 in understanding and using control and modelling software. Learning is very good because pupils are able to improve their skills by trial and improvement in practical situations, often to solve real problems. For instance, pupils had to become familiar with spreadsheets in order to run the tuck shop accounts. These tasks make pupils think and involve them in making decisions and choices independently. They have a very positive attitude to computer work. Relationships are excellent, and pupils often help each other out. When working in pairs or threes, pupils collaborate very effectively. Teachers assess pupils' achievement well to ensure they are moving on at the required rate. Their work

is kept systematically in folders as a permanent record of their achievements from Year 3 to Year 6. This is not only a source of pride but also a reference document for checking back.

67. Leadership is very good. The co-ordinator has encouraged staff to build on their earlier training to tackle more ambitious projects. His audit of the subject indicated the need to upgrade facilities considerably. The opening up of the Year 6 classroom allows a very flexible use of space with easy access to a suitable bank of computers. It is a very effective system and well used on rotation by different year groups. The interactive white board is equally effective, making teaching points clearer and more visual than ever before. Pupils enjoy watching the displays and feel they are useful for the teacher to get a point across with equal understanding for the wide age range in the class. The use of the digital camera has transformed assessment and displays because of the immediate impact of the recording.

Information and communication technology across the curriculum

68. The junior pupils' work folders contain a remarkable range of applications for the computer in other subjects and activities. For instance, word-processing and more advanced presentation skills are frequently used in English, while spreadsheets and databases extend pupils' mathematical and logical thinking well. Internet research is frequently used for history projects and to acquire geography data. Some of the strongest applications are in science, where pupils extend and hone their data-handling skills to manipulate graphs and charts to prove their experimental conclusions. The school does not have a website yet, but this is under active preparation. The pupils experience e-mailing as an internal activity, but have not yet made more wide ranging contacts, for instance to support work in geography.

HUMANITIES

69. **Religious education** was not inspected as part of this inspection as St Joseph's is a church school. It is to be inspected separately by the church authorities.
70. It is not possible to make a judgement about **history** and **geography** as no lessons were seen in these subjects. Teachers' plans, photographs and other evidence suggest that both subjects have a full place in the overall curriculum. Good use is made of visits to places of historical interest, alongside visitors to school. Mapping skills are developed very well as part of pupils' work in geography. Visits out, and a good range of activities in and out of school, support the study of places successfully.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. Very few lessons were seen in these subjects so it is not possible to make a firm judgement about overall provision, except in music. Teachers' plans and records, as well as pupils' work, were scrutinised and discussions were held.

Art and design

72. Pupils' art work is of good quality and is attractively displayed around the school demonstrating that work is valued and that pupils' achievement is celebrated. There are good links with other subjects, such as design and technology and English. Pupils' skills are developed well as they move through the school enabling them to produce work of good quality. Information and communication technology is used very well to support pupils' learning and they enjoy researching for information, both in books and on the website.

Design and technology

73. Photographic and other evidence indicates a good range of interesting and well-presented design and technology work at all levels. Good improvement has been made since the last

inspection when there were gaps in the requirements for the subject. These weaknesses have been overcome successfully and design and technology now plays a full role in the school curriculum at St Joseph's. Pupils use their skills well, as they do in art and design, using a variety of design and making techniques by the end of the juniors. Some interesting work on hats indicated that pupils used their evaluative skills successfully, modifying their original designs to improve the finished product.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils' achievement is very good.
- Pupils enjoy music and they have very positive attitudes to singing, composing and making music.
- Teaching is very good.

Commentary

74. Standards are well above average throughout the school. Pupils sing and play tunefully, creating the appropriate expressions in their music. Instrumental work is developed very well as the pupils gain confidence as their skills improve. They are familiar with a wide range of musical genres. Older pupils are able to combine different melodies and rhythms successfully in their compositions. Concerts and performances contribute well to the pupils' overall experiences.
75. High quality teaching ensures that pupils achieve highly. Planning is very good, with all the musical elements included in each lesson. Lessons move forward at a brisk pace with a good level of challenge for pupils of all capabilities. The teacher's subject knowledge is excellent and she understands the needs of this small school very well. Organisation is very good. All the pupils are fully involved right from the start of each lesson so that no time is wasted. In one lesson the teacher's strong singing voice enabled her to use her voice very well to make sure that the pupils had the correct pitch for their singing and instrumental work based on the song 'Shall I sing?'. Throughout the school, pupils are familiar with writing a musical score to represent their sounds, and most of them achieve success. The subject leadership is very good. Developments are managed well as the subject moves forward.

Physical education

76. The school works very hard to ensure that it provides a full range of quality experiences in PE. In the one lesson seen standards were above average in games skills. Achievement was very good as the pupils honed their skills in using and controlling the ball ready for hockey. Year 6 pupils were especially adept at blocking and defending, having the stance and control to back up their actions. Pupils are well aware of the importance of physical exercise and its effect on the body, putting in strenuous effort as they pre-tensioned their muscles.
77. St Joseph's participates fully in a wide range of inter-school sporting activities. These include cross country, five-a-side netball, kwick cricket, athletics and football, all of which ensure that pupils have many opportunities to participate in PE both inside and outside the school day.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. It is not possible to make a judgement about the provision for personal, social and health education and citizenship as no lessons were seen. Every parent who responded to the questionnaire felt that the school helps their children to become mature. The school provides many planned and unplanned opportunities for pupils to help and support each other, to participate in raising funds for others who are less fortunate than themselves, and to have an

empathy for the needs of others. Pupils are taught to take care of themselves and to eat a healthy diet. They know and understand the importance of caring for their own environment and the wider world environment. Pupils are consulted informally about many aspects of the life and work of the school. Their contributions are acted upon and valued.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).