



St Joseph's RC Primary

Inspection report

Unique reference number 126059
LEA West Sussex

Inspection number 274814
Inspection dates 4 – 5 May 2005
Reporting inspector David Clegg

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of school	Primary	School address	Hazelgrove Road
School category	Voluntary aided		Haywards Heath
Age range of pupils	4 - 11		RH16 3PQ
Gender of pupils	Mixed	Telephone number	(01444) 452 584
Number on roll	303	Fax number	(01444) 414 760
Appropriate authority	The governing body	Chair of governors	Dr Gerard Gallacher
Date of previous inspection	27 September 1999	Headteacher	Mrs Frances Ryan

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of St Joseph's Roman Catholic Primary School and the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

The school is situated in the centre of Haywards Heath in West Sussex. With 303 pupils aged 4 - 11, it is slightly larger than the average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. Nine pupils have learning difficulties, mainly of a general nature. Whilst the majority of pupils are from White British backgrounds, a range of other ethnic groups is represented including White Irish, Mixed White and Asian and Asian British. About 12 per cent of pupils have English as an additional language; about half of these need extra support in lessons. The school has experienced some difficulties in recruiting teachers; there have been a limited number of applications for new posts. At the time of the inspection, three permanent teachers were on long-term absence.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school has a number of strengths and some weaknesses. It knows its strengths well and these are valued by the pupils and the parents. The particular strengths, recognised by the inspection, include the good provision for the youngest children, the good level of care and support given to pupils and the broad curriculum that gives pupils a rich experience. The school's own evaluations of some aspects of its work are a little over-generous.

Teaching ensures that, throughout the school, pupils attain good standards and make the expected progress. Pupils are well prepared for the next stage in their development; the oldest pupils are mature and sensible, and enjoy their school work.

The school has successfully addressed some of the issues identified in the last inspection, particularly in improving the information and communication technology (ICT) provision. However, there are some weaknesses in the rigour of the school's evaluation procedures. The school has the resources, knowledge and understanding to improve further.

The school provides satisfactory value for money.

Grade: 3

What the school should do to improve further

- Be more specific about areas for improvement and focus sharply on these when checking on teaching and learning.
- Make better use of the performance data to track how different groups of pupils are doing.
- Ensure that all teachers plan specifically to meet the needs of pupils who are at an early stage of learning English.

Achievement and standards

Pupils generally reach good standards. They are well equipped with good basic skills in English and mathematics that will stand them in good stead in their secondary schools.

Children in Years 1 and 2 make good progress and achieve well. In Years 3 to 6, pupils move on at a steady rate and most make the expected progress. Children with learning difficulties make good progress in meeting their learning targets.

Grade: 3

Personal development and well-being

This is a good feature of the school. Pupils enjoy lessons, work hard and are well behaved. The school gives plenty of opportunities for children to develop personally and to mature. For instance, the school council is taken very seriously and the school responds well to what pupils say. Throughout the school, pupils successfully learn to get on with others, to give and take and have a keen sense of right and wrong.

Children are encouraged to work within the community and learn to help those less fortunate than themselves through charitable fund-raising. Already, many of the pupils are learning key skills for life, for example through organising stalls, fund-raising and interacting with a wide range of people. Pupils are also keen to follow the school's advice about bringing healthy snacks to school.

Grade: 2

Quality of provision

Teaching and learning

Lessons meet the needs of the great majority of pupils and the teaching ensures that the pupils progress. From the few lessons seen, it is evident that, in some, there is a sharp awareness of the pupils' different needs and teaching is skilfully adapted to make sure all pupils benefit. In other lessons, not enough support is given to those pupils who are at an early stage of learning English and the pace of learning is too slow.

All pupils have targets for learning and these help them to understand how well they are doing. Pupils' individual progress is carefully plotted through a series of

assessments which successfully helps the school to identify those children who may need extra help. However, there is not enough assessment of how well the pupils learning English as an additional language are doing.

Grade: 3

Curriculum and other activities

The school provides a rich and varied curriculum that takes account of how young children and pupils learn and grow. It provides a clear programme that helps them to get to grips with basic skills and, as they move through the school, build on what they have already learned and understood.

At all stages, the school is keen to ensure that pupils learn how to keep themselves safe and healthy. For instance, the school already meets the national recommendations for providing two hours of physical education each week.

Lessons are supplemented by a range of clubs and activities, although some of these are provided by external agencies and parents have to pay for them. The children inspectors spoke to certainly enjoyed the range of activities and appreciate what the school offers them.

Grade: 2

Care, guidance and support

There is a high level of care and support offered to pupils and all adults are there to lend them a friendly hand. This results in pupils feeling safe and secure and having confidence in their teachers.

The procedures in place to make sure that the children are kept from harm are particularly robust. There are clear guidelines in place about what staff should do if any problems arise and there is up-to-date agreed understanding about how to deal with any issues.

Grade: 2

Leadership and management

There are several good features to how the school is led and managed, but there are also aspects that need to be sharper.

The headteacher provides a clear steer to the school. Governors are fully engaged, involved and play a particularly strong role in the strategic development of the school.

There are regular checks on the teaching and there is some very useful data about how well pupils are doing. However, the checking-up on teaching is not rigorous enough in evaluating the quality and focusing on improvements. The performance data are not used enough to check on how well different groups of pupils, such as those who are learning English as an additional language are doing. Nor is the information used to identify aspects of teaching and learning that might need looking at more closely.

Resources are well managed and the recent difficulties in staffing have also been well managed to ensure that there is continuity in teaching and learning.

Grade: 3

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INSPECTION JUDGEMENTS

<i>Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	
How well does the school work in partnership with others to promote learners' well-being?	3	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	3	
The capacity to make any necessary improvements	Y	
Effective steps have been taken to promote improvement since the last inspection	Y	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	3	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	3	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	3	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	2	
How well does the provision promote the well-being of learners?	3	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	3	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Y	

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Y
Learners are discouraged from smoking and substance abuse	Y
Learners are taught about sexual health risks	Y
Learners are encouraged and enabled to eat and drink healthily	Y
The extent to which providers ensure that learners stay safe	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Y
Learners are taught about key risks and how to deal with them	Y
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	NA
Learners' personal and academic development are monitored	Y
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Y
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Y
Action is taken to reduce anti-social behaviour, such as bullying and racism	Y
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Y
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Y
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	NA

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St Joseph's RC Primary School
Hazelgrove Rd
Haywards Heath
RH16 3PQ

6 May 2005

Dear Pupils

Thank you very much for all the help you gave to the inspectors who came to your school a few weeks ago. We all very much enjoyed being in the school and we also enjoyed talking to the groups of pupils we met. We know that you will be interested in what we thought about your school.

What the school does well

- You told us about the good range of activities that you really enjoyed, including some of the after-school clubs.
- We thought the school was good at taking care of you and helping you to grow up.
- We all thought that you worked hard and were well behaved and polite.
- The school makes sure that when you join the Reception class, you get a good start to your learning.

How it could be even better

- We thought that sometimes more could be done to help those of you who are learning to speak, read and write in English for the first time.
- We have given a few ideas to the school about how it could make lessons even better than they already are.

Once again, thank you for your help. We enjoyed meeting you. Good luck to all of you in your future education.

Yours sincerely

Mr David Clegg
Lead Inspector