



# St Joseph's Catholic Junior School

## Inspection Report

**Unique Reference Number** 103086  
**LEA** Waltham Forest LEA  
**Inspection number** 276840  
**Inspection dates** 11 October 2005 to 12 October 2005  
**Reporting inspector** Cheryl Thompson AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Junior	<b>School address</b>	Vicarage Road
<b>School category</b>	Voluntary aided		Leyton
<b>Age range of pupils</b>	7 to 11		London E10 5DX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085395971
<b>Number on roll</b>	235	<b>Fax number</b>	02085569668
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Miss Jessie Howard
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Mrs R McGlynn

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 11 October 2005 - 12 October 2005	<b>Inspection number</b> 276840
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## **Introduction**

The inspection was carried out by two additional inspectors

## **Description of the school**

St. Joseph's Catholic Junior serves an area of social deprivation. It has 235 boys and girls on roll. Attainment on entry is above average. Around half the pupils are from families of African and Caribbean heritages. A few pupils are at the early stages of acquiring English as an additional language. The number of pupils eligible for free meals is above average, but the number with learning difficulties is similar to that usually found. The school works in partnership with teacher training institutions and is involved in several initiatives to enrich its curriculum.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

St. Joseph's Junior is a good school which provides good value for money. Parents and pupils hold it in high regard. Pupils enjoy school and make good progress not only academically but in their personal development. Standards are usually above average. Teaching is good and pupils work from a rich curriculum with a wide range of extra activities. The school views itself as good and inspectors agree with this judgement. The school has a comprehensive understanding of what it does well and where it needs to improve. There are robust systems to check how well pupils are doing. However, these systems are not being used as efficiently as possible to help teachers check on and set targets for pupils' progress and to measure the success of the school's improvement planning. For example, the school is well aware that pupils can do even better in mathematics but it is not evident how they are to measure the effectiveness of the strategies they use. The care and support provided and their effect on pupils' personal development is good but there is inconsistency in the provision for a small number of pupils with learning difficulties and those at the early stages of learning English. The quality of education the school provides is enhanced by the good links made with other local schools and teacher training providers.

### **What the school should do to improve further**

\* Ensure consistency in the quality and amount of help provided for pupils with learning difficulties or at an early stage of learning English. \* Make more efficient use of the data the school holds to set measurable targets in improvement planning and for teachers to ensure all pupils make maximum progress.

## **Achievement and standards**

### **Grade: 2**

Pupils start at St Joseph's Junior with good standards and a keenness to learn. The headteacher, staff and governors make sure that these features are maintained. Pupils make good progress as a result of good teaching and an interesting curriculum. Higher attaining pupils rise to the challenging work set for them. Pupils with artistic or sporting talents reach high standards. In the past few years, Year 6 standards in English and mathematics have been good and very good in science. In the most recent tests, standards were broadly average. This was because a significant number of pupils who spoke very little English joined the school in Year 6. These pupils made very good progress but, understandably, did not attain the higher standards in the tests. Pupils know their targets for improving their work and are very keen to reach them. Nearly all pupils achieve equally well. Pupils with learning difficulties and those who are at the early stages of learning English do very well when the support is well organised. However, this provision is patchy across the school and, as a result, a small number of these pupils do not make the progress they should.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are well behaved and extremely polite. The strong Catholic ethos within the school promotes care, understanding and respect for one another. Inspectors were impressed with pupils' thoughtfulness and concern for others. Pupils are keen to take on the role of a class or school council member and take these responsibilities seriously. Pupils enjoy school. They work and play hard and are proud of their achievements. Attendance is good, therefore pupils do not miss important lessons. Pupils know how to keep themselves safe and healthy. They understand about healthy eating and participate enthusiastically in sports competitions and other physical activities, such as African Dance. They take an active part in the school community and local events. Their good literacy and numeracy skills, increasing self-confidence and ability to work productively together stand them in good stead for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school views teaching and learning as good and inspectors agree. Teachers' sensitive and supportive relationships with pupils result in positive attitudes to learning. Teachers engender real enthusiasm through their interesting presentation of lessons, often using modern computer technology to illustrate new teaching points. Pupils listen and concentrate well and are anxious to respond to questions and offer their own ideas. They work well in groups, often demonstrating thoughtful and mature thinking. There are examples of very effective teaching which really helps pupils to make rapid progress. These lessons are characterised by careful attention to meeting the needs of individuals, especially those with learning difficulties and those for whom English is an additional language. When teaching assistants are present, they help these pupils make good progress. Very occasionally, there is not enough support provided and they do not get on as well as they should.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. Provision for literacy, numeracy and ICT is good and pupils use their skills productively in other subjects. Small teaching groups for mathematics help older pupils of all abilities to do well. The school's strong links with teacher training providers mean that students bring varied talents such as art and music to enrich the curriculum. Students from other countries give pupils a valuable understanding of different cultures. The good choices of out-of-lesson activities promote pupils' skills in a wide range of sports with a high number involved in inter-school competitions. Visits are used very effectively for promoting pupils' personal development. Pupils learn that their contribution to the community is important. They are keen to respond

to invitations for the choir to perform in public and to perform African dancing at the local community centre.

## **Care, guidance and support**

### **Grade: 2**

Arrangements for safeguarding pupils' health and safety are comprehensive. There are established child protection procedures known by all staff. Pupils say that where bullying occurs, it is dealt with promptly by staff. 'Teachers are always there to help you,' agreed several members of the school council. Pupils are given a good understanding of healthy lifestyles, and put this into practice through the wide range of provision for sport. They used their knowledge of healthy eating to request items to be included in the school dinner menu. Useful links with other faith communities support pupils' good understanding of ethnic and cultural diversity. The learning mentor plays an important role in helping pupils with emotional and behavioural difficulties to take a full part in the learning process. Parents are extremely supportive of the school's work and are effective partners in their children's education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides strong leadership for maintaining high academic and personal standards. She is held in high regard by parents and in the parish. Each child, and their family, is known well and valued. The systems for checking on the work of the school are good and provide a good understanding of its strengths and areas to improve. Pupils' views are sought and acted upon, for example, pupils' views were sought on the layout for the library. There are regular and rigorous checks to make sure that teaching and the curriculum are good. However, there are not enough checks on the help available for pupils with learning difficulties and those who are at the early stages of learning English. Teachers' expertise and the school curriculum are enhanced through the very productive links established with teacher training providers. Planning for future school improvement is good, with a strong focus on raising standards further and providing opportunities for pupils to widen their horizons. However, the school is not making the most efficient use of all the information it holds on pupils' attainment to set measurable targets in its future planning and for teachers to keep a tight check on whether pupils are making maximum progress. The capacity for further improvement is good. Since the last inspection higher attaining pupils are now challenged in their work and music standards are high. Governors remain very supportive of the school and are now more involved in strategic planning. The school uses its funding wisely. Currently it has a budget surplus because money has been set aside for building work that has been delayed.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

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

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and being so friendly and helpful. We enjoyed talking to you about things you like at St. Joseph's. We were impressed with how polite you are and how well you behave in lessons and in the playground.

You told us that one of the best things about your school is the teachers, and you are right. All the staff look after you really well. Your teachers plan interesting lessons and we noticed how you find lessons even more exciting when they make good use of the whiteboards. We saw that you work hard in lessons and try to reach the hard targets your teachers set for you. You also said you liked taking part in the sports clubs and the African dance and it was good to see so many of you practising the dance in the hall.

Your Headteacher is doing a good job in making sure you get a good education and helping you develop into responsible and thoughtful young people. We have asked her to do two things to make your school even better. We have asked her to use all the information teachers get from the tests they set you to make sure you get on as well as possible. We have also asked her to make sure that those of you who need extra help with your work always get it. Thank you again for your help with the inspection of your school. We hope you carry on enjoying your lessons and wish you good luck with your African dance performance.