



# St Joseph's Catholic Primary School

Inspection Report

**Unique Reference Number** 107733  
**LEA** Kirklees  
**Inspection number** 277824  
**Inspection dates** 29 March 2006 to 30 March 2006  
**Reporting inspector** Ms Joyce Taylor CfBT Lead Inspector

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

|                                    |                    |                           |                         |
|------------------------------------|--------------------|---------------------------|-------------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Healds Road             |
| <b>School category</b>             | Voluntary aided    |                           | Dewsbury                |
| <b>Age range of pupils</b>         | 5 to 11            |                           | West Yorkshire WF13 4HY |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01924 325327            |
| <b>Number on roll</b>              | 212                | <b>Fax number</b>         | 01924 325322            |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs S Riley             |
| <b>Date of previous inspection</b> | 9 October 2000     | <b>Headteacher</b>        | Mrs M Hodges            |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

St Joseph's Catholic Primary School is a popular school. Most of the children are of white British heritage with a small number from mixed ethnic heritages. Almost all speak English as their first language. The proportions of pupils eligible for free school meals and having learning difficulties and/or disabilities are below average although the proportion having statements of special educational need is higher than average. Over the past three years there have been several new members of staff including the headteacher, deputy and three class teachers. It has gained the Investors in People Award and the Kirklees Healthy School Standard.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspection confirms that the school's evaluation of its performance is accurate. This is a good school and it provides good value for money.

The current Year 6 pupils are reaching above average standards in English, mathematics and science. Across the school the vast majority of pupils achieve well. As a result of effective action taken to eliminate underachievement, there has been significant improvement in standards during the last year. Leadership and management are good and have led to improvements in the teaching and learning. Whilst teaching is good overall, and the pupils receive challenging tasks that have raised their standards, the new assessment systems have not identified that a few pupils whose attainment is slightly below average find some tasks too difficult. Pupils' personal development is good although some are occasionally too restless in one or two classes. Pupils are cared for, guided and supported well.

Provision for children in the Foundation Stage is good. Almost all of the children are on track to reach or exceed the expected standards by the time they leave Reception.

The school has made good progress since the last inspection, particularly in the last two terms. Senior staff have a good capacity to further improve the work of the school.

### What the school should do to improve further

- Ensure the children do not imitate inappropriate behaviour in lessons if children with learning difficulties become restless.
- Make sure the children with slightly below average attainment are always appropriately challenged in lessons.

## Achievement and standards

### Grade: 2

When children arrive at the school their standards are average. By the end of Year 2 standards are above average in reading, writing and mathematics and the children's achievement is good. Work in books, during lessons and from well organised school assessment data shows that the current Year 6 pupils are reaching above average standards in English, mathematics and science. Challenging targets are met in these subjects. Assessment data shows that about a quarter of the pupils across Years 3 - 6 have made particularly good gains as learners and are reaching higher standards than predicted from their Year 2 tests. This is a success for the school as, over the past few years, standards had slipped for the pupils in Years 3 to 6. A tiny minority of pupils, whose attainment is slightly below average, find some tasks too challenging and have not progressed as well as their class mates. In the other subjects and areas of learning sampled, standards are average although pupils use information and communication technology (ICT) well in making computer-linked presentations.

Pupils with learning difficulties and/or disabilities achieve as well as their peers, as do those identified as having particular gifts or talents. The school's successful approach in identifying and supporting pupils who have musical and sporting talents, for example, has proved effective. Several talented children have begun playing their musical instruments during assemblies.

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

### **Grade: 2**

Pupil's personal development and well-being are good. Pupils say that they like school and that their teachers are friendly and helpful. Members of the school council take their responsibilities seriously and are currently helping raise funds in order to improve the range of indoor games during wet playtimes. Pupils take responsibility for various tasks around the school such as running the fruit bar or tidying up classrooms and cloakrooms.

Pupils' attendance is in line with the national average. Although a few pupils are occasionally late, the school's active promotion of prompt and regular attendance helps to ensure that most arrive on time. Most pupils behave well in classrooms and around the school but teachers are aware of a small minority who, due to learning difficulties need constant behaviour management. On rare occasions other pupils copy this inappropriate behaviour and interrupt the work of the class.

The provision of spiritual, moral, social and cultural development at the school is good and is underpinned by a very strong Catholic ethos. For example, during circle time in the reception class a young girl said - 'We are taught to listen and show respect'. A high level of spirituality is evident in assemblies; one, which was observed, included a dramatic reconstruction of the Lord's last supper. A wide range of extra curricular activities and clubs are used well by pupils, leading to improved access to sport and a developing understanding of the importance of healthy lifestyles.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and, for the most part, pupils are taught in lively, well designed lessons. High expectations, challenging questions and tasks designed to raise standards for all pupils are the key features of the best teaching. As a result, children in Reception, for example, demonstrated high levels of concentration whilst working at individual tasks and pupils writing poetry in Year 5 very successfully selected vocabulary to amuse or charm listeners. In all lessons tasks are very challenging and children learn well, however, one or two pupils with slightly lower than average attainment find the work very hard and are not always able to progress as well as they could if work matched their needs more accurately. Sometimes children with learning difficulties become unsettled and other pupils copy inappropriate behaviour making it hard for teachers to calm the class and continue activities. New assessment procedures

are good and enable teachers to track pupil performance in reading, writing and mathematics very closely. The use of assessment data to monitor the pupils' rate of progress and plan the next work, has played a significant part in raising standards, but lesson planning does not always take sufficient account of the needs of pupils with slightly lower than average attainment to ensure their success. Support staff are used most effectively. For example, in working with pupils who experience learning difficulties and/or disabilities.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good with some outstanding features. The school's motto of Love-Peace-Respect supports all areas of the curriculum and is a key strength of the school. Significant emphasis is given to the development of literacy and numeracy across the curriculum. Numeracy was noted to be used particularly well in the short early morning 'brain gym' sessions in each classroom. These sessions also provide opportunities for exercise and the development of healthy lifestyles. Excellence and enjoyment are promoted very well through a wide range of additional activities such as dance, sport, drama and music. For example, a real sense of fun and excitement was evident when a visiting dance teacher took Year 1 children through an energetic country dancing routine. The curriculum is further extended with a very wide range of out of school activities and clubs, which are well attended by pupils.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, support and guidance is good. There are very effective and relevant levels of support, welfare and guidance provided for vulnerable pupils in addition to those identified with English as an additional language or with learning difficulties and/or disabilities.

Child protection procedures are in place and appropriate safety checks are made on staff new to the school. Accidents involving pupils are quickly and effectively managed and detailed records are maintained. Regular fire drills take place and risk assessments are carried out in advance of school trips. Pupils are aware of and understand short-term classroom targets for improvement, such as 'working hard and doing better'. Sharing specific targets with pupils is a recent development by the school and is strongest in Year 6. These pupils say they are very well prepared for annual external tests and that the recently introduced 'grade review cards' are having a very positive impact on their levels of effort and work presentation. As yet, in other year groups, pupils do not have such a detailed understanding of what they need to do to improve, although teachers are introducing similar initiatives as in Year 6.

## Leadership and management

### Grade: 2

Leadership and management are good with some outstanding aspects. The headteacher and deputy know the school extremely well and have an exceptionally clear view of how they want the school to be. The school accurately identifies strengths and areas for development and has targeted pupils' achievement in Years 3 to 6 as an area for improvement. Pupils' achievement and overall progress is now good, due to new teaching approaches. The headteacher's drive ensures standards have risen for almost all groups of learners but a tiny minority find tasks too hard and their learning is not as fast as it could be. Some pupils' inappropriate behaviour slows learning for the whole class on occasions. Senior staff who monitor lessons, have noted concerns about behaviour and are already building appropriate strategies for improvement.

Parents and children's views are sought and have influenced changes for the better. For example, children have offered views on their playtime resources and as a result, new equipment has been introduced. Parents are very happy with the school: they feel it is approachable and listens to and acts on their views whilst working with them to help them understand more about their children's learning. The headteacher and deputy, strongly supported by senior staff and governors, have successfully created an environment in which teaching and learning now thrive. The school's capacity to improve further is good.

Governors evaluate improvements and provide the headteacher and staff with strong backing, for example, in managing a tight budget to restore the neglected accommodation and in using their own professional skills and contacts to extend learning opportunities.

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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> |
|--|-----------------------|--------------|

### 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  | 2   | 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  | 3 | NA |
| How well learners enjoy their education   | 2 | 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   | Yes |
| <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**

As you know, two inspectors recently visited your school to look at the work you are doing and to talk to your teachers.

We very much enjoyed watching you work and talking to you in the classroom and around the school. We think that your teachers are teaching you well, particularly in English and mathematics. We noticed how much you enjoyed your lessons and we were impressed with the way you are growing in confidence, for example when we saw a few Year 4 children presenting an excellent assembly about the Lord's last supper. You also told us that you feel safe and secure in the school and that your teachers are friendly and helpful.

We have told your headteacher and staff they should carry on with their good work and we have suggested that they look at two areas to make things even better:

- to help some of you improve your behaviour in lessons so that you and other children in the classroom can learn more
- to make sure that all children are appropriately challenged in every lesson.

You can help the teachers by listening carefully to their advice and by working as hard as you can every day whilst you are at school.

We enjoyed our visit to your school very much.