



St Joseph's Catholic Primary School, Otley

Inspection Report

Unique Reference Number 108014
LEA Leeds
Inspection number 277882
Inspection dates 12 July 2006 to 13 July 2006
Reporting inspector Mr Peter Howard CfBT Lead Inspector

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

Type of school	Primary	School address	Manor Square
School category	Voluntary aided		Otley
Age range of pupils	4 to 11		West Yorkshire LS21 3AP
Gender of pupils	Mixed	Telephone number	01943 463840
Number on roll	177	Fax number	01943 464191
Appropriate authority	The governing body	Chair of governors	Mr I Nicholson
Date of previous inspection	30 October 2000	Headteacher	Mrs Christine Russell

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the town of Otley and its surrounding area. It is smaller than most primary schools. Pupils who attend the school are drawn from a wide range of social and economic backgrounds. The proportion of pupils eligible for free school meals is very low. The number of pupils from minority ethnic groups is broadly average but very few pupils are at the early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school judges itself to be good in all aspects. This is cautious and does not reflect the outstanding progress pupils make because of excellent provision achieved through outstanding leadership. Extremely good provision in the Foundation Stage sets a secure basis for further learning. Starting with skills and knowledge that are average, pupils make excellent progress throughout school and achieve exceptionally high standards by the end of Year 6. Pupils' personal development and well-being are outstanding. They enjoy their learning and have very positive attitudes to school. Their behaviour is exemplary. The school helps them to mature and become confident individuals. Teaching is excellent, with staff providing an excellent range of stimulating activities to motivate and challenge pupils and making very effective use of assessment and target setting. As a result, pupils achieve extremely well. The excellent curriculum offers a wide range of opportunities for learning and many enrichment activities add greatly to pupils' experience. This is a very caring school which offers pupils a very secure environment. It supports their learning and helps them to thrive. Under the excellent leadership of the headteacher, governors and staff work very well together. Leaders keep a very careful check on all aspects of school life to secure improvement. In its development plan, the school correctly identifies the need to raise standards in mathematics even further to match those in English. Very strong teamwork ensures everyone contributes to the school's success. Improvement since the last inspection and the school's capacity to improve further are outstanding. It gives outstanding value for money.

What the school should do to improve further

This outstanding school understands what it needs to do to improve further and these priorities are already identified in its development plan. In particular, the school should focus on raising standards even further in mathematics.

Achievement and standards

Grade: 1

Children enter school with skills and knowledge that are average for their age. They make a very good start in Reception, where they establish and build upon basic skills in literacy and numeracy and make particularly outstanding progress in their personal and social development. By the end of Year 2, pupils achieve standards that are exceptionally high in reading and well above average in writing and mathematics. By the end of Year 6, pupils attain standards that are exceptionally high, particularly in English. Standards in science are also exceptionally high. Standards in mathematics are well above average. In achieving these very high standards, pupils meet challenging targets and make outstanding progress in all age groups. This reflects excellent teaching and the very positive atmosphere which provides a secure and caring environment in which pupils thrive. Pupils from different groups, including those of higher ability and

those with learning difficulties and/or disabilities, also achieve very well because of the excellent support they receive.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their excellent behaviour, positive attitudes to their work and caring relationships with others help create a very happy atmosphere that contributes considerably to their success. Pupils' spiritual, moral, social and cultural development is outstanding. The school's Christian ethos helps pupils become mature and responsible and develop an understanding of right and wrong. Pupils cooperate very well, older pupils take pleasure in being helpful and caring of the youngest and teamwork is encouraged, for example, by regular participation in inter-schools sports competitions. Pupils' awareness and understanding of other cultures is successfully enriched by constructive links with schools across the city. Pupils are learning to keep healthy by developing a good understanding of the need for a balanced diet and the importance of exercise. They can talk with great maturity about how they keep themselves safe. Pupils enjoy school very much. Attendance is well above average and pupils arrive at school on time and eager to start the day. The school offers pupils many opportunities to exercise responsibility and develop environmental awareness. These are taken up with great enthusiasm. The well established school council contributes very effectively to school life, for example, by helping to set rules and raising funds for a wide range of good causes. Pupils are very well prepared for the next stage of their learning.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is outstanding and, as a result, pupils make excellent progress. Teachers create very positive working relationships with pupils, giving them the confidence to join in lessons, answer questions and use their initiative. Imaginative lessons, which are varied, practical and enjoyable, motivate pupils to learn. Well-established routines in all age groups support pupils in their learning and contribute to their excellent behaviour. Teachers have a good understanding of their subjects and are skilled in enabling pupils to build on previous learning. Teachers have high expectations of pupils, the work set for pupils of all abilities is challenging and, as a result, they achieve as well as they can. Teachers make good use of targets in English and mathematics to help pupils understand what they have to do next in order to improve their work. Marking is constructive and well geared to help pupils achieve learning objectives and targets. They are encouraged to evaluate their own work and staff are rightly seeking opportunities to expand this aspect of its teaching. Pupils with learning difficulties and/or disabilities are very well supported by teaching assistants.

Curriculum and other activities

Grade: 1

The curriculum for the Foundation Stage is stimulating and exciting; children learn effectively through activities and play and this gives them a good start. In Key Stages 1 and 2, the curriculum meets statutory requirements and strongly promotes pupils' learning, especially in English, mathematics, science and information and communication technology (ICT). All subjects are well planned, with activities that are matched to pupils' interests and abilities so every pupil enjoys learning and achieves. The school is in the process of extending the curriculum to include French. In addition to extending pupils' skills in ICT, sport and music, strong links with local secondary schools contribute considerably to pupils' personal development. This is further reflected in their achievement of the Inclusion Chartermark and Stephen Lawrence Award. An extremely wide range of additional activities makes learning meaningful and exciting. These include many sports and musical activities, visitors to school and visits away from school, particularly a residential stay which is much appreciated by the pupils.

Care, guidance and support

Grade: 1

The quality of care, guidance and support are outstanding. Pupils are helped to feel special, to be confident and to do their best. They benefit from trusting relationships with adults, helping them to feel safe. They say that staff are easy to talk to if they have a problem. Procedures for monitoring pupils' progress are extremely thorough. Information produced by a wide range of assessments, including the pupils' own views about how well they are doing, is used very effectively to plan the next steps in learning and to plan extra help for those pupils with learning difficulties and/or disabilities. Pupils are very aware of their own targets for improvement in their work and in their own personal development. Pupils benefit from the school's excellent partnerships with parents and the agencies that support learning. All of this support is reflected in their outstanding academic achievement and personal development. Rigorous procedures for health and safety and child protection are in place.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The headteacher provides an excellent lead. She has a clear vision for the school, which is underpinned by her recognition of the importance of effective procedures and routines in order to secure continuing improvement. Under her leadership, the school has very successfully addressed issues raised in the last inspection and achieved particularly high standards in English, mathematics and science. At the same time, the school has sustained a strong focus on promoting pupils' personal development and well-being, which are excellent. This has been achieved by rigorously checking on all aspects of the school's performance and successfully identifying areas for improvement. As a result, leaders at all levels have a very good understanding of the school's strengths and areas for

development. They have a strong sense of shared purpose, with subject leaders playing a very effective part in raising standards. It is characteristic of the school's drive to improve that it is continuing to participate in a programme to further improve subject leadership. Leadership of the school is thoughtful, ever willing to review what it is doing and prepared to make changes if there is a better way. Governance of the school is good. Governors are supportive, committed to the school and are effective in helping it to move forward. Within this positive picture, however, leaders recognise that a better understanding of school performance data by governors is necessary to ensure they can play their part even more effectively. Parents and pupils are consulted about aspects of school life and feel that their views are listened to and acted upon. The school has overwhelmingly strong support from parents.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 very much for the very friendly welcome you gave us - it was a real pleasure to meet you and be part of the very happy atmosphere in your school. Your school is an 'outstanding' school, which means it is very good indeed. There were lots of things that impressed us during our visit.

We think that all children in your school, from the little ones in Reception to the oldest in Year 6, behave really well. You are interested in your learning, enjoy it and try really hard to do your best. As a result, you achieve very well in your work. The school is helping you to have a good understanding of the difficult choices that have to be faced as you grow up; for example, the difference between right and wrong, how to be caring of others and how to live a healthy lifestyle. We are impressed by how well you talk about these things and how successfully you are already in making these choices.

Your teachers and all the other staff in school work very well together to provide a wide range of activities and ensure that learning is enjoyable. Lessons help you to build on what you know and learn even more. We think that the way teachers check on what you can understand and then set targets for you to aim for is very helpful to you.

Your school is very well managed by Mrs Russell and the other staff. She helps everybody know what to do to teach well and ensures that you continue to do so well in your work. We are confident that Mrs Russell already knows what needs to be done to make things even better at St Joseph's. We know you will help with this, for example, in working just that little bit harder with your mathematics.

We are sure that staff at St Joseph's are committed to doing a very good job and ensuring the school keeps up the very high standards that it has already set. We very much enjoyed talking with you and your teachers and wish you and the school the very best for the future.