



Inspection Report

**Better
education
and care**

Unique Reference Number 108020
LEA Leeds
Inspection number 277883
Inspection dates 12 July 2006 to 13 July 2006
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Barley Fields Road
School category	Voluntary aided		Wetherby
Age range of pupils	3 to 11		West Yorkshire LS22 6PR
Gender of pupils	Mixed	Telephone number	01937 582163
Number on roll	235	Fax number	01937 581924
Appropriate authority	The governing body	Chair of governors	Mrs Ann Gannon
Date of previous inspection	6 November 2000	Headteacher	Mrs Linda Wardle

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school is situated in the small town of Wetherby, although some pupils travel in from surrounding small villages. The area is socially and economically advantaged, which is reflected in the very small number of pupils eligible for free school meals. Most pupils are of White British heritage and below average numbers of pupils have learning difficulties and/or disabilities. The leader of the Foundation Stage was absent during the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St Joseph's Catholic primary school has much to be proud of and accurately reflects its mission statement 'to show concern and to offer support to anyone who needs it' and 'work and play together'. Pupils comment, 'We are pushed to the best of our abilities,' and 'Everyone has time for us here'. Parents are very positive. 'Through my daughter's schooling she is able to meet any challenge she may meet.' The inspection team wholeheartedly support these views. The headteacher's judgement of the school's effectiveness is unduly modest: this is an outstanding school that gives excellent value for money. It has high expectations of its pupils and provides an excellent education for them. Outstanding leadership and management by the headteacher and other staff steer the school very well. Improvements since the last inspection have been exceptional and there is an outstanding capacity to improve.

Pupils maintain exceptionally and consistently high standards throughout the school. The capability of pupils is exceptionally well reflected in their maturity and assured ability to talk. Pupils thoroughly enjoy school and their personal development and well-being are excellently fostered through high quality care, guidance and support. All aspects of spiritual, moral, social and cultural development are exceptionally well fostered, especially an understanding of moral values. Pupils truly value the importance of giving respect and taking responsibilities.

Pupils achieve so well, because of the excellent environment in which they work, outstanding teaching and the unerring encouragement and care provided by the headteacher. 'Learning is fun,' say the pupils and the curriculum is very effectively enriched by the use of the outdoor environment to promote and extend learning. Exceptionally high quality art and design work is often based on detailed observations of the school environment. The artistic, literacy, mathematical and scientific talents of pupils are celebrated in the high quality displays and brilliantly reflect the caption displayed in the entrance hall, 'He gave me eyes so I could see the wonders of his world.' The quality and standards in the Foundation Stage are good overall, but the school recognises that learning in the Reception class does not consistently build securely on work done in the Nursery.

What the school should do to improve further

Ensure provision in the Reception class builds on the good learning in the Nursery.

Achievement and standards

Grade: 1

From an above average start, pupils achieve well in the Foundation Stage overall, although limited coordination between the classes means that some children's language and literacy skills do not improve as much as the overall high level of development. The standards achieved in the end of Year 2 national assessment results are exceptionally high in reading, writing and mathematics and reflect the outstanding

teaching and learning in Years 1 and 2. Pupils are confident and accurate writers and write fluent accounts of the Fire of London, for example. These exceptionally high standards are maintained throughout Key Stage 2 and seen in the Year 6 national tests for English, mathematics and science. These results reflect high quality teaching and the school's success in enabling its pupils to meet challenging targets.

The school is not complacent, and teachers continually check to ensure that all pupils are making expected progress and introduce several intervention strategies for any making insufficient progress. All pupils, irrespective of their gender, ability or learning difficulty and/or disability, make outstanding progress. As a result, standards and achievement have remained consistently very high over recent years.

Personal development and well-being

Grade: 1

Pupils really enjoy coming to school and show it in their above average attendance and punctuality. They find all their lessons and other activities interesting and exciting. Their spiritual, moral, social and cultural understanding develops very effectively through an extensive range of activities. They gain good knowledge of other religions, as well as a strong understanding of Christianity. Exceptional behaviour and respect for others permeate the school. This means that pupils become increasingly self-confident, well-behaved and enthusiastic learners. There are excellent relationships, both between adults and pupils, and between the pupils. Pupils with learning difficulties and/or disabilities are fully included in all aspects of the school's life. Pupils say they feel safe in school and trust their teachers and other adults. They have a strong voice in the new school council. Pupils understand the need to stay healthy, responding well to the excellent school strategies by drinking water regularly and choosing healthy snacks. They understand the benefits of exercise and healthy eating, saying they will 'grow big muscles' if they eat healthily. They develop excellent skills to prepare them for their future lives.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Teachers have high expectations and provide work for all pupils that is challenging. Questioning is probing and relationships are excellent. Lesson plans are detailed and take account of the wide age ranges in each class. Relationships are excellent. Teachers have well organised classrooms and effectively create a calm, orderly and stimulating environment in which pupils are well behaved and ready to learn. Teachers use the school's good assessment systems very effectively. In Year 2, there are excellent systems to ensure pupils are closely involved in assessing their own progress, although these are less developed elsewhere in the school. However, teachers know pupils very well individually, enabling them to tailor work effectively to meet the needs of the most and least able. Good

use is made of support staff, particularly in ensuring those pupils with learning difficulties and/or disabilities make good progress with the other pupils. Teaching and learning in the Foundation Stage are good overall, although greater links between the classes would aid children's learning in the Reception class. The contribution of the outdoor environment to learning is developing well. For example, a visit to the woods led to some careful drawings of leaves.

Curriculum and other activities

Grade: 1

The curriculum meets pupils' needs and interests, and enables them to make excellent progress. The basic curriculum is very well enriched by visits and visitors, and by activities, such as sports coaching sessions, as provided by the Leeds Rhinos. Residential and other visits give an added dimension to class work, such as that to Middleton Outdoor Centre for Year 6 pupils. Visitors, such as the Young Shakespeare Company, bring rich experiences that are much enjoyed by pupils. The Foundation Stage curriculum is good; there is good use of the outdoor area to extend learning in the Nursery and Reception class. The school has identified a need to improve the continuity between the Nursery and the Reception class and has begun action to further enhance children's learning.

Care, guidance and support

Grade: 1

There are outstanding systems to promote pupils' health and safety, with robust child protection procedures that are well understood by everyone. Appropriate training has been given to all staff. Pupils with learning difficulties and/or disabilities are very well cared for, given well considered guidance, and excellently supported, so as to achieve their full potential. The school has very close links with its partner secondary school, and Year 6 pupils spoke enthusiastically about their forthcoming visit to the school. The caring ethos of the school is seen in many aspects of its daily life, such as the 'buddy' system, where older pupils take care of those in the younger classes during playtime. They say they enjoy doing this, and understand the benefits to themselves as well as to the younger pupils.

Leadership and management

Grade: 1

Leadership and management are outstanding, and generally, parents are very supportive of the school and its leadership. 'The Head works wonders,' said one. The foundation of the success is the headteacher's outstanding leadership, which relentlessly drives the pursuit of high standards. She knows exactly where she wants the school to go and articulates her vision clearly to others. Her extensive monitoring ensures she has a firm hold on what is happening in all aspects of school. All senior staff and subject leaders clearly know their roles in the overall leadership and management of the school, and they carry out these responsibilities very well. Governors, too, know the school

well and provide good quality support, ensuring it fulfils all statutory responsibilities. The school provides excellent value for money. Improvements since the last inspection have been exceptional and there is an outstanding capacity to improve.

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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?	2	NA
The quality and standards in foundation stage	2	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	2	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	1	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

I would like to thank you all for making the visit of Mr Hardwicke and me to your school so very enjoyable. We have said that you have a brilliant school. You all played a big part in helping us make that judgement because you are so polite and have so much to talk about.

What we liked about your school

- You work very hard and achieve very well in all aspects of school work, including reading, writing, mathematics and science.
- You have sketched some outstanding observational drawings of natural objects in the environment.
- You behave excellently and older children are very sensible, caring and responsible.
- Your teachers make your work interesting, so you told us, and learning is always fun.

What we would like to see improved

Your teachers work very hard and they are well supported by your headteacher too. There is very little that your school needs to do to make it better.

- We have asked the school to implement plans to help children in Reception to build even better on their learning in Nursery.

Good luck to all of you. We hope you continue to enjoy your time at St Joseph's.