



Saint Joseph's Catholic Primary School

Inspection Report

Unique Reference Number 118058
LEA North East Lincolnshire
Inspection number 280227
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Mr Keith Bardon

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

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|------------------------------------|--------------------|---------------------------|-----------------------|
| Type of school | Primary | School address | Philip Avenue |
| School category | Voluntary aided | | Cleethorpes |
| Age range of pupils | 4 to 11 | | DN35 9DL |
| Gender of pupils | Mixed | Telephone number | 01472 690672 |
| Number on roll | 160 | Fax number | 01472 200607 |
| Appropriate authority | The governing body | Chair of governors | Cllr Margaret Solomon |
| Date of previous inspection | 1 November 1999 | Headteacher | Mrs Sarah Pollard |

| Age group | Inspection dates | Inspection number |
|-----------|----------------------------|-------------------|
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school serves a wide geographical area with diverse social and economic characteristics. In general terms, the attainment of the children when they first start school is typical of the age group. One in six pupils are from minority ethnic backgrounds and a small number are at an early stage in learning English. The proportion of pupils with learning difficulties and/or disabilities is a little higher than usual. A relatively large number of pupils join the school some way into their primary education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own evaluation that Saint Joseph's is a good school. Pupils' achievement is good and standards are above average by the end of Year 6. Provision in Reception is good and children achieve well. By the end of their time in Reception most children are working securely at or above the level expected for their age in all the areas of learning. Pupils' personal development is outstanding. They acquire a wide range of inter-personal skills and mature into sensible, caring individuals with a strong sense of responsibility. Teaching is good overall and of a consistently high standard in Reception and Years 3 to 6. Learning is good because pupils concentrate hard, pay close attention in class and readily think for themselves. The curriculum is lively and interesting, but different subjects are not linked well enough together. The school provides good quality care and support for its pupils and utilises its links with other organisations well. However, procedures that enable pupils to check how well they are doing for themselves are at an early stage of development. Parents and pupils hold very positive views of the school and of the quality of education it provides for all. Leadership and management are good and give the school a strong sense of purpose and direction. Good improvement has been made since the last inspection, particularly in preparing pupils for secondary school. Managers and governors have a clear understanding of how well the school is performing and where its priorities for improvement lie. Consequently, its capacity for further improvement is good. The school provides good value for money.

not applicable

What the school should do to improve further

- Increase pupils' understanding of how to improve their work.
- Strengthen links between subjects so that pupils are able to transfer and apply their skills more effectively.

Achievement and standards

Grade: 2

Pupils of all ages achieve well and attain standards that are above average. Children make good progress in Reception and, by the time they move into Year 1, they are working securely at or above the levels expected for their age. After a number of years in which results were above average, the performance of Year 2 pupils in the 2005 national tests fell substantially and was below average. This was partly because of staffing difficulties and a larger than usual number of pupils with learning difficulties and/or disabilities in the cohort. The school has responded quickly and effectively and pupils in this age group are now achieving well. In 2005, Year 6 pupils performed extremely well in the national tests and, for the second year in succession, attained high standards in English, mathematics and science. Pupils exceeded the challenging targets the school had set for them. The targets for 2006 have been set at an equally challenging level and the school believes that pupils are well on track to meet them.

The majority of pupils read and write competently and make accurate mathematical calculations. Boys and girls, pupils with learning difficulties and/or disabilities and pupils from minority ethnic backgrounds achieve equally well, and leave at the end of Year 6 with secure and reliable knowledge, understanding and skills. Pupils who arrive speaking very little English make rapid progress in acquiring the skills they need to communicate effectively with others.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Children in Reception settle quickly to the routines of school and make excellent progress in their personal, social and emotional development. All pupils are enthusiastic and highly motivated learners who enjoy everything the school has to offer. Levels of attendance are good and standards of behaviour are very high. Pupils from all backgrounds get on extremely well. They are friendly and polite and readily help each other when the need arises. The successes they achieve are a source of considerable pride and they grow into self-confident and mature individuals. Through their involvement in the school council, pupils gain clear insights into the democratic process and are well aware of the responsibilities of representing others. They have a strong sense of fairness and justice and recognise fully how their actions affect those around them. The school promotes Christian values strongly throughout its work and pupils acquire many qualities of good citizens. This, combined with the secure literacy, numeracy and information and communication technology (ICT) skills pupils acquire, prepares them very well for the future. Pupils appreciate the importance of maintaining a healthy lifestyle and recognise the need for regular exercise and sensible eating. Their understanding of how to stay safe and secure is excellent.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning across the school are good and at times outstanding in the Foundation Stage and in Years 3 to 6. Teaching is enthusiastic and colourful and successfully engages the children in learning. Teachers know the pupils well and plan lessons that accurately reflect what pupils of differing levels of attainment need to learn next. As a result, pupils remain motivated and on task throughout their lessons. Pupils learn well because they work hard and are encouraged to think about what they are doing. Resources are stimulating and interactive whiteboards are well used to add interest and to promote pupils' enthusiasm for modern technology. Foundation Stage pupils were enthralled as the teacher showed them video footage of a chrysalis becoming a butterfly and a great deal of productive discussion ensued. Where the teaching is outstanding teachers set sharp and challenging objectives and maintain an excellent pace, using a wide variety of techniques to promote pupils ideas and to

stimulate their thinking. On occasions the teaching in Years 1 and 2 is satisfactory rather than good because it is less sharply focused and opportunities to extend pupils' learning are missed.

Curriculum and other activities

Grade: 2

The curriculum is lively, interesting, firmly based on national guidelines, and includes French for older pupils. Pupils enjoy their education and respond well to the breadth of experiences they are offered. They are particularly enthusiastic about the way ICT features regularly in their learning. Although all aspects of the curriculum are taught thoroughly, insufficient use is made of the links between different subjects.

Consequently, pupils' understanding of how to use the knowledge and skills gained in one subject to aid their learning in others is underdeveloped. The curriculum in Reception is rich and exciting and children benefit from a topic based approach that is well matched to their needs. Pupils of all ages take part in the many clubs and sporting activities offered after-school and enjoy the variety provided by visiting speakers and trips to places of historical and geographical interest. Trips to the theatre and cinema and the opportunity to join in sporting and arts activities with local schools are popular events.

Care, guidance and support

Grade: 2

Pupils are safe and well cared for. The school has good child protection procedures and staff are well trained. Pupils are confident in the knowledge that if they have a problem or a concern, there is always someone they can turn to for support and guidance. Pupils respond well to the reward systems that are in place, and very enjoyable assemblies reinforce the strong community spirit. Care and support for vulnerable pupils, including those with learning difficulties and/or disabilities and pupils who learn English as an additional language, is very good. The sensitive support given by teaching assistants helps these pupils make good progress. Assessment procedures provide good information about the strengths and weaknesses in pupils' learning. However, there are inconsistencies in the way the information is used to set learning targets and, at times, opportunities to increase pupils' understanding of how to improve their work are lost.

Leadership and management

Grade: 2

Leadership and management are good. Since her appointment, a little over two years ago, the headteacher has made a number of changes which have moved the school forward and helped to ensure a good pace of development. Plans for the future show vision and purpose, putting the school in a strong position to meet the challenges it faces and to continue to improve. Staff work closely as a team, sharing information and taking decisions corporately. The headteacher and deputy headteacher regularly

and thoroughly analyse how well the school is performing. The school's procedures provide accurate and detailed information which is used well to plan further development. Other members of staff are gradually becoming more involved in monitoring the work of the school, but at present lack some of the skills and experience to carry this out effectively. Management decisions are driven at all times by the needs of the pupils and a great deal of creative thinking goes into making the best use of the school's resources. The manner in which pupils arriving with very little English are supported, and quickly drawn into the life of the school, provides a clear example. The school's very strong ethos, based on Christian values, makes for good relationships, happy pupils and a very pleasant and productive working environment. Governors carry out their statutory responsibilities well and strike a good balance between supporting the school and encouraging it to do even better. Parents and pupils are consulted regularly and careful consideration is given to their views when management decisions are taken.

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 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 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

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ 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

| | | |
|---|---|----|
| 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? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | 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? | 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 |

| | |
|---|-----|
| 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

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The Children

Saint Joseph's Catholic Primary School

Philip Avenue

Cleethorpes

DN35 9DL

5 May 2006

Dear Children

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and special thanks to those who talked with us about the school. Saint Joseph's Primary is a good school and we can understand why you enjoy it so much.

These are the things we particularly liked about the school.

From the many smiling faces, it is clear that you are happy at school and everyone gets on well.

You learn lots of new things and make good progress in lessons.

Teachers make lessons fun, and you listen carefully to what they are saying.

Adults take good care of you and are always there to help.

You behave extremely well and try hard in class.

You willingly help each other and the staff.

You have an excellent understanding of how to do things in safe and healthy ways.

We also looked at what the school might do next. Here are some of the things we suggested.

Provide you with a clearer understanding of what you need to do to improve your work.

Make your lessons even more interesting by linking different subjects together.

Best wishes

Keith Bardon

Lead Inspector

on behalf of all the inspectors