



# St Jospeh's Catholic Primary School, Chorley

## Inspection Report

**Unique Reference Number** 119671  
**LEA** Lancashire  
**Inspection number** 280631  
**Inspection dates** 28 November 2005 to 29 November 2005  
**Reporting inspector** Mrs Lynne Read

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

<b>Type of school</b>	Primary	<b>School address</b>	Cedar Road
<b>School category</b>	Voluntary aided		Chorley
<b>Age range of pupils</b>	4 to 11		Lancashire PR6 0JF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01257 265998
<b>Number on roll</b>	156	<b>Fax number</b>	01257 233107
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Chris Jenner
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mr Martin Banks

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 November 2005 - 29 November 2005	<b>Inspection number</b> 280631
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This smaller than average primary school occupies two sites some distance apart and across a busy main road. A building project is currently underway to create one combined school. St Joseph's serves the children of the parish, which stretches beyond the immediate local area. Pupils come from a wide range of backgrounds. Most are from white British backgrounds and a small proportion has Asian or African heritage. Around 5% of pupils speak English as an additional language. When they enter the Reception class, pupils' attainment is broadly average. The percentage of pupils who claim free school meals is lower than seen in most primary schools. A lower than average number of pupils have learning difficulties and/or disabilities but an above average number have statements of special educational need. The school holds a nationally recognised award for promoting healthy lifestyles.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

Inspectors agree with the school's own evaluation that it provides a satisfactory education for its pupils and has several strengths. It has good capacity to make further improvements and provides satisfactory value for money.

The school's particular strengths lie in pupils' personal development. Their attitudes to learning are good and their behaviour is outstanding. They enjoy school because the curriculum is good and well enriched. Parents have very positive views of the provision and appreciate the good level of care their children receive. Pupils say they feel safe and happy in their work and like their teachers. They have good self-esteem because their efforts and thoughtful deeds are recognised through a good system of rewards. The children make a flying start to their education in the Reception class. The quality of teaching is good here and in Years 1 and 2. It is satisfactory in Key Stage 2. There are some strengths, for example, in the good amount of work covered, but the higher attaining pupils often have too little challenge in their work. Current standards in Year 2 are above average and those in Year 6 are average. Achievement is satisfactory by the time pupils leave the school. It is good in reception and Years 1 to 3.

Children who have learning difficulties and those for whom English is an additional language make good progress. They are well supported by staff and outside specialists so they can take full advantage of all that is on offer.

The school has an accurate knowledge of its strengths and weaknesses and development planning focuses securely on areas that need to improve. Leadership and management are satisfactory and plan to enhance the roles of senior and subject managers once the school is on one site. Progress in addressing the issues from the last inspection is good.

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

Continue to raise standards in Key Stage 2, especially for those pupils capable of higher attainment by:

- ensuring that pupils' targets for learning challenge their abilities to the full and that they know precisely what they need to do to improve
- ensuring that lessons always contain work that builds accurately on pupils' prior learning.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average and achievement is satisfactory by the time pupils leave the school. When children enter school, their range of skills and knowledge is broadly average for this age, although some have difficulty with language and communication. As a result of good, and sometimes outstanding, provision, they settle quickly and

make good progress. Attainment is just above national expectations by the end of the reception year and most previous gaps in learning have been closed.

In Years 1, 2 and 3, progress is consolidated and extended well especially in the basic skills of reading, writing and mathematics. Standards and achievement have improved for these age groups and are now slightly above average. Between Years 4 and 6, pupils make satisfactory progress overall, with some good learning. In the past, pupils have entered Year 3 with broadly average attainment and have maintained this level at the end of Year 6. A dip in standards in 2005 brought a swift response. Staff improved their use of assessment information to promote and check progress. Attainment is rising as a result and standards are expected to be at least average this year. Nevertheless, staff still see the need to improve progress for pupils who are capable of higher attainment.

Children with learning difficulties and those who speak English as an additional language make good progress. Good use of detailed assessment information for these pupils ensures that the curriculum they receive meets their needs well. The school has worked hard to improve boys' progress, which is now at least equal to that of the girls.

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

### **Grade: 2**

The school rightly judges pupils' personal development to be good. Spiritual, moral, social and cultural development is good. It is promoted well by an inspired range of rewards, strong links with the Catholic Church, and interesting work that helps children understand cultures and beliefs that are different from their own. Behaviour is excellent; children of all ages conduct themselves sensibly, showing unfailing friendship and sensitivity. Attendance is broadly average and the school knows that it needs to promote good attendance more strongly.

Children feel very safe in school, confident that they will be supported by staff and their friends should any difficulties occur. One example of the many ways pupils support each other is the 'better together' bench in the playground. This was set up by the very effective school council as a meeting point for pupils needing a friend. Children's comments and suggestions are heard through regular questionnaires and a 'speak for school' box in each class. Pupils understand the importance of healthy lifestyles, and readily accept the school's encouragement to eat healthily and take regular exercise. They take responsibilities within the school community willingly, and contribute well to the parish and wider community. The good development of pupils' positive attitudes and social skills, alongside sound literacy and numeracy skills, prepares them well for the next phase of education and the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, and good from Reception to Year 2, and for pupils who find learning difficult. Across school, teachers prepare their lessons carefully and pupils know what they are expected to learn. Behaviour management in classes is extremely effective and teachers generally expect good presentation. Consequently, pupils develop very positive attitudes to their learning. Praise and good relationships in class inspire them to work hard.

The highly skilled teaching in the Reception class ensures that an exciting range of experiences extends all of children's skills, including those of independent learning. This sets a strong foundation for personal and academic development. In Key Stage 1 a new system of planning and more precise guidance for pupils on how to improve their work have accelerated progress. Teaching and learning in Key Stage 2 are satisfactory overall, with pockets of good practice. However, teachers need to ensure a consistent level of good challenge in every lesson for those pupils capable of higher attainment. Teachers check pupils' learning regularly, but in some classes the information is not used well enough when planning tasks. A newly introduced system of pupil self-assessment is very successfully promoting a thirst for success. Throughout school, homework is used well to extend learning.

### **Curriculum and other activities**

#### **Grade: 2**

Inspectors agree with the school that the curriculum is good. Good planning, including that for the mixed-age classes, ensures that statutory requirements are met within the interesting topics chosen. Issues about the use of time that were raised in the last inspection have been satisfactorily resolved. Good enrichment activities result from the school's innovative approach to planning special themes. For example, the study of the Far East included a good range of practical experiences for the pupils. An exciting range of out-of-school clubs, visits into the locality and visitors to school supplements pupils' learning well, and increases their ability to stay safe and healthy. The basic skills, including those of information and communication technology, are well promoted alongside those of a creative, investigative and practical nature through art and design, history and physical education. Consequently, pupils have good opportunities to extend their talents and interests. Pupils develop good communication skills through the many opportunities for collaborative working and this supports their personal development well.

### **Care, guidance and support**

#### **Grade: 3**

The school's care, guidance and support for pupils are satisfactory overall. Staff undoubtedly care for children very well on a day-to-day basis and parents strongly

appreciate this. All pupils have guidance on how to achieve their targets for learning. Those set for English in Key Stage 1 are precise and very useful. Others are often vague and the focus for improvement is blurred because there are too many. Teachers give good help through marking and oral feedback in lessons. The new systems to encourage pupils to review and assess their own progress are effective in developing skills of independent learning.

Standards of health, safety and protection are good on the site which is running as normal. During the inspection, however, problems in managing some of the temporary arrangements while builders are on site were drawn to the attention of the headteacher.

## **Leadership and management**

### **Grade: 3**

Inspectors confirm the school's own judgement that leadership and management are satisfactory with several good aspects. There is a clear capacity for further improvements, with some far-reaching plans to enhance the scope of the senior and subject managers' roles in the coming year. The headteacher and the deputy headteacher are an effective team, efficiently managing this split-site school. They have the confidence and respect of parents.

There is a good understanding of the school's strengths and weaknesses because of the shared responsibility for school evaluation. Monitoring and action planning by subject managers are sound and were improved following the 2005 tests. Procedures for setting targets for learning and tracking pupils' progress towards them have been a focus for development this year. Effective systems are now raising achievement at Key Stage 1, but further improvements are needed in Key Stage 2.

The headteacher maintains strong Christian values and a nurturing ethos that supports pupils' personal development very well. All adults in school share in the drive for improvement and aim for high standards. All groups of pupils have equal opportunities and, once the building project is complete, the school will provide open access for all, including those with physical disabilities. Good forward planning has prevented disruptions to learning during the current extensive building project and ensured that pupils have continued to work in a stimulating learning environment. Governors are supportive and devote a wide range of professional and practical skills to help the school evaluate and develop its provision.

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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>	3	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	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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	1	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>	3	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>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

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St Joseph's Catholic Primary School, Cedar Road

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29 November 2005

Dear Pupils,

Thank you for the cheery welcome you gave myself and Mrs Parrish when we recently visited your school. The conversations that we had with groups and individuals were very interesting and we enjoyed watching you at work.

There are lots of things that we think are good at your school. Some of them are:

you work hard and enjoy the good range of lessons that your teachers plan for you

you behave exceptionally well and are polite and friendly

you take good advantage of the many out-of-school activities on offer

your teachers take great care to keep you happy and healthy

you contribute well to the running of the school through your council members.

Your teachers are planning for the time when the building work is complete and you all share the same site. We know that you are very excited about the developments. We have asked the teachers to make some of your learning targets harder and also to make your 'target sheets' in your books easier to follow.

Thank you once again for helping us so much with the inspection. I hope that you will continue to work hard, enjoy your lessons and make St Joseph's a super place to be.

Yours sincerely,

Mrs L Read

Lead inspector