



# St Joseph's Catholic Primary School

Inspection Report

**Unique Reference Number** 122813  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281349  
**Inspection dates** 17 November 2005 to 18 November 2005  
**Reporting inspector** Mrs. Alison Cogher LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Babworth Road
<b>School category</b>	Voluntary aided		DN22 7BP
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01777 702850
<b>Number on roll</b>	210	<b>Fax number</b>	01777 707117
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Jim Patchett
<b>Date of previous inspection</b>	22 January 2001	<b>Headteacher</b>	Mr. Philip Patterson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 17 November 2005 - 18 November 2005	<b>Inspection number</b> 281349
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average sized Catholic primary school in Retford in Nottinghamshire. Almost all pupils are of White British descent and there are a very small number of pupils from other ethnic groups. The number of pupils entitled to free school meals is low. The number of pupils with special educational needs is in line with the national average. These pupils have moderate learning, speech and language or social and behavioural needs.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school's overall effectiveness is good. This view is shared by both inspectors and the school. The school is improving under the good leadership of the headteacher and senior managers. Pupils achieve well and standards in Year 6 are above average in English, and well above average in mathematics and science. Taking account of their abilities pupils with special educational needs achieve well. Pupils in the nursery and reception achieve very well because of the outstanding provision made for them. Pupils throughout the school make good progress in their personal development and are extremely clear about how to lead a healthy lifestyle. They are well cared for and behave well. Pupils are happy in school and are keen to learn. Teaching is good and assessment information is used well to guide the planning of lessons and to set targets for improvement. However, pupils are not always clear about what they need to learn next. Teaching assistants provide very good support for individuals and groups of pupils throughout the school. The good curriculum is enhanced by a wide range of extra-curricular activities. Pupils' well-being and self-esteem are enriched by productive links with the local and wider community. Pupils express their views through the school council and parents are consulted. However, procedures for gathering and responding to pupils' and parents' views and suggestions lack a formalised structure. Almost all parents are very supportive of the school. The headteacher provides strong leadership. Newly appointed senior managers are effective in their roles. For example, they have secured improvements in the use made of assessment information to guide teaching and this has improved pupil progress and the standards they achieve. Good progress has been made since the last inspection and the school's capacity to improve further is good. It provides good value for money.

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

- Develop further the monitoring and evaluation skills of the senior managers so they are equally well developed in all aspects of the school's work. - Ensure that all pupils know their targets and what they need to learn next to achieve them. - Develop a structured approach to gathering and responding to the views and suggestions of pupils and parents.

## **Achievement and standards**

### **Grade: 2**

When pupils enter the nursery, their standards are average overall. They make very good progress particularly in personal, social and emotional development, and mathematical and physical development. Pupils continue to make good progress at Key Stages 1 and 2. Standards in Year 2 are above average and well above average overall in Year 6. Standards have risen steadily in English, mathematics and science since the last inspection. The school met its challenging targets in 2005 and has made good use of assessment information to set demanding future targets for all year groups. Taking account of their abilities, pupils' achievement is good overall. Teachers make

good use of assessment information to plan lessons that build on what pupils have already learned. Some pupils know that targets for learning have been set but few are clear about what they need to learn as individuals to reach these targets. Pupils are supported well by teachers and teaching assistants so they are keen to learn, enjoy their lessons and work hard. Pupils with special educational needs make good progress because the school has effective systems in place to support them.

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

### **Grade: 2**

The school ensures pupils learn the skills and knowledge they need to be successful at each stage of their learning. Pupils are enthusiastic learners and enjoy school. They think their teachers make lessons interesting and appreciate the wide range of enrichment activities provided. Good attendance and punctuality show pupils like school. Pupils behave well, are friendly, polite and keen to take on responsibilities. Pupils know what to do to keep themselves safe, and the provision of activities such as football coaching at playtime supports pupils' good behaviour and respect for others. Pupils are prepared well both personally and academically to achieve well in their lives after they leave the school. Pupils make a good contribution to the community. They fundraise for charities and enjoy performing for different groups in their local community. The school is very successful in encouraging pupils to adopt healthy lifestyles. They enjoy being active, eat healthy snacks and make healthy choices from the school menu. Good provision is made for pupils' spiritual, moral, social and cultural development. Consequently pupils relate well to each other and adults and show an awareness of, and empathy for the lives of others in the wider world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

All teachers and support staff are skilled in helping pupils to learn how to work together. This results in a good atmosphere for learning. Improvements made to assessment procedures and the early help school provides for those who find learning more difficult have improved the effectiveness of teaching. The standards pupils achieve and the progress they make have improved as a result. Pupils with learning difficulties and disabilities are provided with very good support by teachers and a team of talented teaching assistants. Teachers plan work that is at the right level for pupils to understand and find interesting. Teachers set targets for pupils and track the progress they are making towards achieving them. However, not all teachers explain clearly to pupils what their targets are or what they need to do to achieve them. The school is working to remedy this inconsistency within teaching. Marking of pupils' work is regular and supportive but does not always indicate clearly what pupils need to learn next.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a broad and stimulating curriculum. This is particularly strong when teachers seize the opportunity to link subject areas together within a topic or theme. The curriculum is enriched by a very good range of extra-curricular activities which are valued a great deal by the pupils. A high proportion of pupils take part in after-school, musical, drama and sporting activities. Participation in these activities contributes significantly to pupils' health and well-being and their social and cultural development. Pupils talk very enthusiastically about their visits to places of interests, the many visitors who come to work with them in school and the opportunities provided for them to take part in residential activities.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its pupils. They are confident that the school values them, celebrates their successes and helps them to do their best. One pupil said, 'school feels like a second home.' St Joseph's is a community in which pupils are proud to be a part. Child protection and health and safety procedures are clear and understood by all staff. Through the school council the school is beginning to take note of pupils' ideas and opinions. For example, the water fountain was installed at their request. Relationships in the school are extremely productive and trusting. As a result, pupils receive good quality guidance and support that enables them to achieve well and develop into confident, outgoing members of the community. The school and its pupils work hard to help new pupils settle in, and later, to move on successfully to the next stage of their education. A child who recently moved to the school said, 'It's a great school because I've got the best friends ever!'

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Recent changes to staffing have resulted in the formation of a skilled new senior management team and the reallocation of subject leadership responsibilities. Staff are developing their roles well and they are having a positive impact on the quality of education and care provided by the school. The leadership of the headteacher is good. He has ensured all staff share a common purpose, has secured improved standards and created an environment where all feel valued. The capacity for further improvement is good. The school's systems for checking how well it is doing are good. They are extremely good in the Foundation Stage. The headteacher and senior managers have evaluated the work of the school and know improvements are needed in setting targets for pupils and seeking the views of parents and pupils. As a team senior managers have the skills necessary to monitor and evaluate the work of the school well. However, as individuals they would benefit from further training to ensure their individual monitoring and evaluation skills are equally well developed in all aspects of the school's work. Governors are supportive and have

effective systems for monitoring the work of the school. They manage the school's finances well and ensure that money spent is focused on improving the school's provision to enable all pupils to achieve as well as they can. Value for money is good. The views of all members of the school community are valued and, through the pupils' school council and parent questionnaires, the school is gathering quality information about its work. Some aspects of the school's provision have changed as a result. However, inspectors agree with the few parents, who expressed an opinion, that the system for gathering and responding to the views and ideas of pupils and parents could be improved, so the school makes the best possible use of this valuable resource to support the further raising of standards and overall school improvement.

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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>	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	1	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	2	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	1	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**

Thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you about your work and speaking to your teachers. We would like to tell you what we found out about your school. What we liked most about your school: - Your headteacher runs your school well and listens to what you say. - You enjoy school, work hard and behave well. - You are polite and friendly and look after each other. - Your teachers teach you well and help you to make good progress. - Your headteacher and the teachers know what is good about your school and what they need to do to make it even better. - The grown ups in your school look after you very well and want to make sure that you learn well and are happy, healthy and safe. - Your parents think you go to a good school and we agree. What we think your school could do better: - The teachers who work with your headteacher to run the school need to learn a bit more so they can help to make your school even better. - Teachers should help you to make your work even better. - Your school should be better organised about asking you and your parents for your ideas and views, and they should let you know what they have found out and what they are going to do about it. With our good wishes for your future.