



# St Joseph's Catholic Primary

## Inspection Report

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**Unique Reference Number** 112908  
**Local Authority** DERBYSHIRE  
**Inspection number** 289460  
**Inspection dates** 10–11 January 2007  
**Reporting inspector** Roger Brown

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

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<b>Type of school</b>	Primary	<b>School address</b>	Langwith Road
<b>School category</b>	Voluntary aided		Langwith Junction, Langwith Junction
<b>Age range of pupils</b>	4–11		Mansfield, Nottinghamshire NG20 9RP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623 742609
<b>Number on roll (school)</b>	163	<b>Fax number</b>	01623 742609
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Margaret Booth
		<b>Headteacher</b>	Mr Paul Harkin
<b>Date of previous school inspection</b>	7 May 2002		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 10–11 January 2007	<b>Inspection number</b> 289460
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average sized school serves all the communities of the surrounding area. Numbers have increased by almost a fifth over the last two years. Most pupils are from White British backgrounds, a small proportion, around 12%, come from a range of different backgrounds. Almost 10% of the pupils do not speak English as their mother tongue. The area is disadvantaged both socially and economically, but the number of pupils eligible for a free school meal is only just above the national average. The number of pupils with learning difficulties or disabilities is also close to the national average, although the number with support is above average. Attainment on entry to the school, although varying considerably from year to year, is below average. The school has been awarded Active Mark Status and an ECO Schools silver award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The quality of education provided by the school is good. The school judges itself to be satisfactory, but this is too severe a judgement and reflects the staff's high expectations. Pupils work hard and achieve high standards. The vast majority really enjoy coming to school, involving themselves in all that the school has to offer. Their parents are very positive about the school; one parent wrote 'this is a wonderful school community that we feel proud to be a part of.'

Children begin in the Foundation Stage with skills that are in many respects below average. However, they settle quickly into school routines and make steady progress thanks to the good quality teaching they receive. Pupils in Key Stage 1 and Key Stage 2 make good progress ensuring that the standards achieved by the time they leave school are above those expected. The majority of pupils make better than average progress. This is because the teaching is well developed and focused. Teachers' assessment of pupils work is rigorous and the results are effectively monitored to ensure that pupils understand how well they are doing and what they need to do to improve. The curriculum is good; cross curricular links between subjects are developing well and there is now good provision of extra-curricular activities. However, although information communication technology (ICT) is taught well and the pupils' skills in this area are good, a lack of classroom based resources for the subject limits the inventiveness with which teachers can exploit the subject to support pupils' development across all subjects and aspects.

The pupils' personal development is good. Their behaviour is excellent and they have a clear understanding of right and wrong. This is a result of their excellent moral and social understanding. Their spiritual understanding is also excellent; this is partly as a result of the strong Catholic ethos in the school, but also because in the words of a parent, 'St Joseph's is not just a school for education but it also teaches pupils how to care, to love life, the world and others'. A successful feature of the school is the wide range of opportunities for collaborative working. Older pupils are given very good opportunities to take on responsibilities and enjoy the tasks they undertake. All pupils know about making healthy choices in their lives. They are excited about their new playground that they helped design and can point out how it encourages them to exercise, and play co-operatively. They make a positive contribution to the local community by taking part in local events and taking part in events and programmes with other schools.

Care guidance and support are good in all respects. Pupils say that they are happy, safe and secure at school, they know who to turn to if they have difficulties or there are problems. Pupils get good guidance about developing and improving their work, but the highest achieving pupils and those with special skills and talents are only getting limited support in achieving their full potential. Good leadership and management result from successful teamwork in the school. The effective performance management procedures employed enable the leadership to have a clear and accurate picture of the school's development and its effectiveness. Governors actively support and promote the school. They undertake their responsibilities thoughtfully and have

played a key role in encouraging the school to widen its horizons. The school was highly rated at the time of the last inspection and it has continued to improve. The school gives good value for money, and clearly has the capacity to improve further.

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

- Devise and implement a strategic plan for the provision of ICT.
- Develop the provision for high achieving pupils and those who have particular gifts and talents.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are above average. The children's skills, knowledge and understanding at the end of their reception year are as expected for this age with most children achieving the expected goals for learning. By the end of Year 2, teachers' assessments in reading, writing and mathematics show that the standards are just above average. Pupils make good progress throughout their time at the school ensuring that by the time they leave at the end of Year 6 they achieve standards in national tests for English, mathematics and science that are above those found locally and nationally. Most pupils meet the challenging targets they are set. The school recognises that it can still do more to develop the attainment of high achieving pupils and those who have special skills and talents.

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

### **Grade: 2**

Pupils are very happy at school; their behaviour and their enthusiasm for learning are excellent. Their enjoyment of school contributes significantly to their achievement. At the heart of the school's work is its commitment to developing responsible citizens who respect each other. Consequently, pupils' social and moral development is excellent and they consistently demonstrate qualities, which include care and concern for others as well as cooperation and teamwork. They are delighted and proud that their achievements in these areas are celebrated and rewarded by the school. Pupils' spiritual awareness is also a strength; the Catholic ethos of the school is apparent in all aspects of the learning. Pupils' cultural awareness is now developing well, despite many having only a narrow and rather restricted view of the world. The increasingly diverse school population and regular planned experiences are expanding all pupils' understanding. Pupils have a good level of knowledge about the need to eat healthily and keep fit. The recent playground transformation has improved the level of play opportunities and is making playtime a more interesting experience. Pupils relish taking on responsibilities; this is helping them to build up the skills they will need as adults. Levels of attendance have improved during the past two years and are now satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and promotes good achievement at all stages in the school. Teachers have good subject knowledge and plan lessons which are imaginative and enjoyable. Pupils learn well because their behaviour is excellent and teachers engage their interest which motivates them to want to succeed. During most lessons, teachers are skilled at using well focussed questions which extend learning and encourage pupils to answer with confidence. Teachers use assessment information effectively in planning lessons so that the learning needs of pupils at all levels of attainment are well met. Learning objectives are made clear at the start of lessons and pupils clearly understand what is expected of them. There is a good system of target setting and pupils know what they have to do to improve. In all classes teachers have high expectations of achievement and this is reflected in the high quality of pupils' written work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and has been developed and improved, especially for English and mathematics. The school's provision focuses well on the needs and interests of all groups of pupils, for example with the introduction of French last year. There are opportunities for pupils to develop their ICT skills, but these are limited by a restricted range of technology in the school. Pupils with special educational needs have well organised individual education plans and this helps them to make good progress. There is a good range of stimulating learning activities for children in the Foundation Stage which provides them with a good start to their education. The school has extended its range of enrichment activities and pupils benefit from taking part in extra-curricular clubs and a good range of educational visits including an annual residential trip. This broadens their experiences of the world around them and contributes well to their personal and social development.

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

#### **Grade: 2**

The quality of pastoral care and support is good because there is a strong emphasis on nurturing and developing each individual pupil. Pupils feel safe and secure in school and have confidence that adults will help them should problems arise. Teachers and classroom assistants know the pupils and many of their families well and make the school a secure and inviting place in which to learn. Arrangements to ensure pupils' safety and well-being are securely in place and understood by all staff. Pupils of all abilities including those who speak English as an additional language are well supported and encouraged academically because there are good procedures for checking and tracking their progress. A good system for setting and reviewing personal targets gives

pupils a clear understanding of how to improve their work. The school works closely with parents and outside support agencies to ensure that pupils who need extra help receive the necessary support.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The leadership team has a clear picture of the school's development and sets demanding standards. However, the senior staff are over harsh and too self-critical when judging the effectiveness of their work. Nevertheless, they make good use of the performance management process to evaluate and assess what is working and what needs to be improved. The headteacher has been very effective at empowering staff to begin to take a lead in developing new initiatives. This has both enhanced staff morale and brought about positive improvements across a range of areas. Governors not only support and promote the school but also act as an effective critical friend overseeing the developments and checking progress. Financial management is good; the school seeks to ensure that it always secures best value for money. The outcomes of this policy can be seen in the much improved environment around the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

11 January 2007

Dear Children,

St Joseph's Catholic Primary School, Langwith Road, Langwith Junction, Mansfield,  
Nottinghamshire NG20 9RP

Thank you for the warm welcome when we visited your school. It was a pleasure to be with you. We enjoyed watching your classes and we especially enjoyed talking to you about your work and what happens in your school.

What we thought was good about your school included:

- The fact that you are achieving high standards in your work.
- You are so polite and well-behaved.
- You really care for each other and all of you get on so well together whatever your backgrounds.

However, I would like your teachers to:

- Look at how they can improve the quality and quantity of ICT equipment you have available in your classrooms.
- Find ways to improve the standards reached by those of you who are already achieving good results so that your achievements become really outstanding.

Many of your parents wrote to me to say that they really like your school and are pleased with the way you are cared for and taught. We agree with them. We thoroughly enjoyed the time we spent with you in your school.

Best wishes for the future,

Roger Brown

Lead inspector