



# St Joseph's Catholic Primary School

Inspection Report - Amended

**Unique Reference Number** 113467  
**Local Authority** Devon  
**Inspection number** 289642  
**Inspection dates** 18–19 September 2006  
**Reporting inspector** Clive Lewis

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

<b>Type of school</b>	Primary	<b>School address</b>	Coombeshead Road
<b>School category</b>	Voluntary aided		Highweek
<b>Age range of pupils</b>	4–11		Newton Abbot TQ12 1PT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01626 352559
<b>Number on roll (school)</b>	176	<b>Fax number</b>	01626 335079
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Nora Corkery
		<b>Headteacher</b>	Annette Gardner
<b>Date of previous school inspection</b>	2 July 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 18–19 September 2006	<b>Inspection number</b> 289642
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

St Joseph's is an average-sized primary school. The number of pupils from minority ethnic groups is below average, although there is a small group of pupils who are at an early stage of learning English. The school does not have a permanent headteacher. At the time of the inspection a new acting headteacher had been in post for two weeks.

## **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 is providing a good quality of education, although its ability to sustain this is not completely secure owing to the lack of a permanent headteacher. The school was effectively led in the previous year by an acting headteacher. The current acting head teacher has been in post for two weeks. The governing body is well aware of the pressing need to appoint a substantive head for the school and has made several attempts to obtain a suitable candidate, but to date this process has been unsuccessful. The great majority of parents have very positive views of the school, but a significant proportion are concerned about this continued instability.

Pupils achieve well and reach above-average standards by the end of Year 6. Children enter the school with broadly average attainment. They make satisfactory progress in the Reception class and in Key Stage 1. In these classes teaching does not consistently challenge all pupils. Pupils make good progress in Key Stage 2 because teachers make good use of assessment data to group and 'stretch' pupils. The quality of marking varies – it is good in Years 5 and 6 but in other classes it does not always inform pupils about what they need to do to improve.

Provision for pupils' personal development and well-being is good. Pupils enjoy school and have positive attitudes to learning. Spiritual, moral, social and cultural development is good owing to the strong Christian ethos. This results in good relationships throughout the school. Pupils have a good understanding of healthy living and they know how to stay safe. The school has been successful in improving levels of attendance. The curriculum is successfully enhanced by a good range of additional activities that make learning fun. Provision for care and guidance is good. The school is rightly proud of its caring ethos and parents echo this. Recently introduced assessment and data analysis systems which aim to ensure all pupils are given work that challenges and interests them are used well in the upper school, but this is not yet a whole-school practice.

### What the school should do to improve further

- Improve the teaching in Reception and Key Stage 1 by ensuring that all pupils are consistently challenged.
- Improve the quality of marking throughout the school so that all pupils are clear about how well they are doing and what they need to do next.

## Achievement and standards

### Grade: 2

Achievement and standards are good. Children in the Reception class make satisfactory progress. They reach expected standards overall, although their standards of personal development are above average by the time they join Year 1. In years 1 and 2, pupils continue to make steady progress. Despite attaining average levels, higher attaining pupils are capable of attaining more, particularly in writing and mathematics. In contrast,

pupils in years 3 to 6 make good progress, particularly in English and mathematics. The most recent results for Year 6 are much improved and are above and in some aspects significantly above national averages. Pupils with learning difficulties and disabilities achieve well. Pupils who are just beginning to learn English make very good progress thanks to the help that they receive from their friends in class, their teachers and support staff.

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

### **Grade: 2**

Personal development and well-being are good. Pupils enjoy school, have positive attitudes and behave well. In lessons pupils are usually enthusiastic learners, although they sometimes lose concentration when they have to sit and listen for long periods of time. Attendance is satisfactory. The school is working hard and successfully to improve attendance rates.

Pupils have a good understanding of healthy living and take full advantage of the good range of snacks, meals and extra-curricular sport. They know how to stay safe and are pleased that any bullying or misbehaviour is dealt with promptly. Pupils contribute well to their school and local community. The student council is an effective pupil voice and pupils enjoy taking responsibility and helping out with jobs in school, such as undertaking office duties and acting as playground buddies - one older boy was overheard explaining patiently to a younger boy: "It's my responsibility to make sure you play safely". Pupils make good progress in gaining basic skills to help them for the next stage in their education and for their later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The strongest teaching is in Key Stage 2 where teachers give clear explanations, ask probing questions and encourage pupils to find things out for themselves. Pupils say these lessons are fun. Teaching in Key Stage 1 is less effective in ensuring more able pupils are achieving what they are capable of because the work they are given is not always difficult enough and does not take enough account of what they already understand. Teaching assistants give good support to those with learning difficulties and disabilities. Throughout the school teachers' relationships with pupils are strong and have a positive impact on pupils' achievements. Teachers have an increasing awareness of individual pupils' achievement and progress and they discuss individual targets with pupils and parents. Potential underachievement amongst the older pupils is successfully addressed through intervention programmes such as booster classes. However, not all teachers are making full use of the increasingly sophisticated assessment data to ensure their lessons meet the needs of all their pupils, particularly the more able pupils. The marking in years 5 and 6 is very helpful because

it tells pupils what they need to do to improve. Unfortunately, this is not replicated in other year groups so opportunities are missed to provide guidance to pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets all statutory requirements. National strategies and guidelines are used appropriately to ensure that learning is built upon year on year and pupils have the opportunities to undertake a broad range of interesting work. The curriculum in the Reception Year meets the needs of children and covers all the early learning goals. A good range of after-school activities are available for pupils and these are well attended. A good range of visits and visitors enhances and enriches the basic curriculum. For example, at the time of inspection, Year 6 pupils had just returned from an activity week in the Isle of Wight. The curriculum is enhanced by such activities as the arts and books week, music-making days, Roman and Tudor days and the planned multi-cultural week. These all make a good contribution to the pupils' personal and academic development.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Parents are very pleased with the school's caring ethos, and staff are successful in building trusting relationships with the pupils. The school is very welcoming. For example, some Polish parents whose children have recently joined the school are very pleased that their children have settled in so quickly. Staff are trained in child protection matters and have a good understanding of school procedures. Pupils know that they can turn to adults if they are worried or upset. Teachers pay due attention to health and safety when planning activities.

Older pupils receive helpful guidance on how to improve their work, but this is not consistent throughout the school. Support is, however, carefully targeted at pupils with learning difficulties and disabilities. The school is working well with other agencies to support pupils for whom English is an additional language.

## **Leadership and management**

### **Grade: 3**

Leadership and management are currently satisfactory. The school benefited from the leadership of the previous acting headteacher, who maintained the good quality provision and brought about some improvements in, for example, attendance and standards. The new acting headteacher, understandably, has not yet had the time to gather all of the information needed to enable her to make the necessary decisions about how best the school should proceed. Recent improvements have been put in place to the assessment systems and this is already providing a sharper overview of standards and progress in Key Stage 2.

Resources are used satisfactorily to achieve value for money. The governing body freely admits it has had to travel a very steep learning curve over the past few years but they now have developed a very good level of awareness about the school's agenda for improvement and of their responsibility for monitoring data.

The accommodation is good overall. The school works closely with parents and has good links with external agencies. The key issues of the previous inspection have been rectified appropriately and the school is in a satisfactory position to improve further.

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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	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
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	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
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	3
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**

Thank you for welcoming us to your school. We enjoyed visiting the school and seeing you at work and play. You gave us lots of comments that helped us to form a true picture of your school.

We think your school is a good school. This is what we found out:

- Your teachers and all other adults in the school help you to learn well.
- You behave well and you know how to tell right from wrong.
- You clearly enjoy coming to school because there are lots of interesting activities for you to take part in.
- We were impressed that the school is helping you to stay healthy by encouraging you to eat healthy foods and take regular exercise.
- We also liked the way that you get on very well together, support each other and care for one another.

There are two things we have asked your teachers to do that would make it even better:

- Make sure you are always given work to do that will help you make good progress
- Make sure when they mark your work that they tell you what would improve it

We think that your school is one of which you should be proud. We are confident that, with your help, the school will improve still further.

Good luck to you all in the future.