

St Joseph's Catholic Primary School, Pudsey

Inspection report

Unique Reference Number	108015
Local Authority	Leeds
Inspection number	309569
Inspection dates	21–22 October 2008
Reporting inspector	Andrew Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	222
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Martin Bethell
Headteacher	Mrs A Rushall
Date of previous school inspection	20 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mount Pleasant Road Pudsey West Yorkshire LS28 7AZ
Telephone number	113 2565407

Age group	4–11
Inspection dates	21–22 October 2008
Inspection number	309569

Fax number

113 2146100

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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 school. The vast majority of pupils are White British. The percentage of pupils eligible for free school meals is slightly below average. The school serves an area of broadly average social and economic circumstances with a significant minority of pupils from outside the immediate locality. The percentage of pupils with learning difficulties/and or disabilities is about average. The school provides education for the youngest children in the Early Years Foundation Stage (EYFS).

The school's recent awards include Activemark Gold, Advanced Healthy Schools, Stephen Lawrence Level 2 and Silver Eco. The school is an Investor in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. The clear vision and drive of the headteacher, supported by a reflective and analytical senior leadership team, means the school is constantly developing. Outstanding care and guidance enables pupils of all abilities to develop extremely well in a safe and very positive community. 'My child enjoys school very much - is well taught and looked after to a high standard.' is a comment typical of the views of the vast majority of parents. Good teaching and an effective curriculum contribute well to pupils' good achievement. Children get a good start to their education in the EYFS.

From starting points typical for their age, pupils achieve well and leave Year 6 with standards that are above, and sometimes well above, average. Standards are especially high in reading by Year 6. There has been a good trend of improvement in pupils' achievement, particularly in English, because the school is quick to identify and address any dips in progress. The school is very inclusive so pupils with learning difficulties and/or disabilities make good progress. Pupils' skills in information and communication technology (ICT) are well developed and used in many subjects, which is a good improvement since the last inspection.

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent: pupils are very thoughtful and positive in their attitudes. Pupils behave very well and show tolerance, respect and care for others. Their understanding of healthy living is excellent and they take full advantage of the school's healthy meal service and daily 'Wake up and Shake up' physical activity. Pupils make an outstanding contribution to the school and wider community through the school council and roles such as prefects. Attendance and punctuality are outstanding.

Excellent relationships underpin the good quality teaching and learning. Pupils are clear about the purpose of lessons and work hard to achieve success. Occasionally, in mathematics in particular, work set is not matched closely enough to individual pupils' needs to promote the highest achievement.

The wide-ranging and high quality extra-curricular opportunities contribute very well to pupils' personal development. There is very good support for pupils with emotional and social needs and those with learning difficulties and/or disabilities, which helps all groups make good progress. The planning for teaching of mathematics is largely new and has not yet had a full impact on achievement. Personal, social and health education is very effective. Care, guidance and support are outstanding. Systems to track pupils' achievement are accurate and rigorous.

Leadership and management are good. The headteacher provides an exceptional momentum to all the school's work through a strong drive and commitment to training and supporting staff. The senior leadership team provides good guidance and support to others. Procedures to monitor and evaluate all aspects of the school's work are very well established and continuously developed. The effective governing body provides considered and reflective support and challenge. The school's positive and inclusive atmosphere is highly valued by parents and the wider community. It is a 'thinking school' with a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Many children enter the EYFS with skills and knowledge generally comparable to most children of that age group. They leave with at least the nationally expected skills and often above in

early reading and writing. Children's personal development is outstanding as they quickly become independent, curious and eager. This good and improving achievement is the result of very effective leadership and the staff's effective use of accurate assessments to set individual steps for children to achieve. Children are very well looked after and feel safe and secure. There are excellent relationships with parents which aid children's development. 'All staff are very supportive of children and parents.' is one of many similar views parents express. The quality of teaching and learning is good. Staff extend children's learning by careful questions and full involvement in their role play, snack and lunchtimes. However, some activities are overly reliant on the intervention of adults to provide challenge for different abilities: this slightly limits pupils' independent learning. Very occasionally, the pace of learning is too slow because the teacher talks to too large a group of pupils at the same time. The curriculum is of good quality. Children learn about the world around them through exciting and relevant themes such as the story of Diwali. There is a clear purpose to all lessons and activities which is shared well with the children. Excellent use is made of the outside for all areas of learning and in particular for large construction and physical activities.

What the school should do to improve further

- Match work very closely to the needs of pupils of all abilities to ensure they are challenged to attain the highest standards, particularly in mathematics.

Achievement and standards

Grade: 2

Standards are above average by Year 2 and are at least above and sometimes well above average by Year 6. Pupils' achievement is good overall throughout the school, especially in reading and writing. Achievement in mathematics is not quite as strong. The school uses an extensive range of data to closely measure pupils' progress in English, mathematics, science and ICT and to address any variations in achievement quickly. The school's overall trend in National Curriculum test and assessments is positive: appropriately challenging targets are met. However, in 2007, the school's results in the national tests were largely average in Year 6, partly reflecting over a third of pupils with learning difficulties and/or disabilities. Some pupils did not make their targets in science. The school significantly overhauled its curriculum and teaching of science as a result and inspection evidence shows that standards have returned to their more usual level in all subjects.

Personal development and well-being

Grade: 1

Pupils' spiritual moral social and cultural development is outstanding. Their behaviour is excellent. They are polite, friendly and respectful of each other. They are extremely well motivated and have very positive attitudes to learning, as shown by their outstanding attendance. They fully understand the value of keeping to a healthy diet and taking regular exercise. Pupils are regularly engaged in 'Wake up and Shake up' sessions where they engage in demanding and energetic exercise which not only promotes good health, but sharpens their concentration. Pupils say they feel valued and cared for, a view supported by their parents. They insist that bullying is not an issue because, 'school brings us up properly'. They take on responsibility willingly and even young pupils are trusted to complete appropriate tasks without direct supervision. Members of the democratically elected, active and articulate school council are proud of their role. They control their own budget and can explain where they have made

a difference to school. Pupils make a strong contribution to community links through their generous support for various local and international charities. They talk with confidence about different cultures and faiths from around the world, because the school has direct links with other schools in England, Europe, South America and South Asia. Because of their well developed personal attributes and their good academic standards, pupils are well placed to take full advantage of the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

English skills are very well taught. Learning is at a fast pace and basic skills are imaginatively and accurately reinforced. Very good subject knowledge enables teachers to provide the right level of challenge to pupils of all abilities. In mathematics, teaching is occasionally satisfactory rather than better because work is not always matched closely enough to individual needs. As a result pupils learn at a slower rate in mathematics than in English.

A key strength to all lessons is the involvement of pupils in their learning. They understand what is expected of them and work well towards clear targets. Teachers make very good use of homework, through 'learning logs' to extend learning and parents give good support. Well planned intervention programmes, led by skilled teaching assistants, help pupils catch up if they fall behind. Strong and effective support is given to those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 2

The curriculum motivates pupils well and successfully promotes a widespread enjoyment of learning. All pupils from Reception class to Year 6 learn French, which broadens their learning experiences. The effective use of ICT brings learning to life and helps to secure pupils' understanding in many subject areas. A successful focus on developing literacy has led to a consistently rising trend in standards in English. The school is implementing a new scheme of work for mathematics and is monitoring developments closely. This work is well founded but has yet to show its full impact on pupils' standards in mathematics. An excellent range of visits and visitors, after school and holiday clubs and strong links with parents and outside organisations enrich pupils' learning.

Care, guidance and support

Grade: 1

Parents and pupils are very appreciative of the excellent personal care the school provides. Teachers know the pupils very well and this ensures that support is placed quickly and accurately where it is most needed. The comment of one parent, 'Teachers genuinely care about the children and their education.' is typical of very many. The school does not hesitate to recruit support from specialist agencies to help those pupils with specific learning difficulties and/or disabilities. Arrangements for safeguarding pupils meet current requirements. The school pays due attention to health and safety procedures, which are regularly evaluated. A rigorous and regularly updated assessment system, well understood by teachers and parents, tracks pupils' progress accurately. This information is used very effectively to set individual learning targets, especially in English. The teachers' marking consistently guides and supports learning. Excellent

links with partner schools and other professional organisations help to facilitate the good progress all pupils make.

Leadership and management

Grade: 2

The headteacher works very effectively with parents, governors and the wider community. Significant improvements have been made to the school environment, EYFS provision and the school's management of its highly regarded school meals service. St Joseph's is a very inclusive school with outstanding links with other learning institutions, support services and local businesses which impact well on pupils' progress. A most positive ethos pervades all the school's work and is warmly welcomed by parents.

Leadership at all levels is good and impacts well on pupils' achievement. There are well established processes to monitor teaching and learning and for action to be taken to improve different subjects. Analysis of achievement data is thorough and has led staff to accurately identify areas for improvement. On occasion, the monitoring of teaching focuses more on the action of teachers rather than on pupils' learning. This slightly limits the pace of spreading best practice, for instance, in teaching mathematics. Overall, self-evaluation is very accurate. The governing body is well organised and efficient. It has made valuable contributions to establishing and reviewing school policies, particularly for keeping pupils safe and healthy and creating a clear and guiding mission statement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of St Joseph's Catholic Primary School, Pudsey, LS28 7AZ

Thank you for the warm welcome the inspection team received when we visited your school. I would like to tell you what we found out about your school.

St Joseph's is a good school with outstanding features. You make a good start in the Early Years Foundation Stage. Everyone works hard and all of you make good progress in your lessons. You reach high targets in your work, especially in English. You do not do quite as well in mathematics. Your behaviour is excellent and you take very good care of each other. Your personal development is outstanding. You enjoy learning and your attendance is excellent. You take your responsibilities seriously and help each other as prefects and through the school and eco-councils. The school council has helped make the school a very lively place at playtimes. You keep very fit through the 'Wake up and Shake up' activities and by eating the healthy school dinners.

Teaching is good and you are given lots of exciting and practical things to do. Sometimes the work set in mathematics is not at quite the right level for you. You learn about many different subjects and are learning to speak French successfully. There are many clubs and sporting activities for you to take part in during and after school. You have a very good knowledge of the different faiths and ways of life in modern Britain and in other countries. The school takes outstanding care of you all and teachers make sure you don't miss out on anything the school has to offer. The school is well led and managed and the headteacher makes sure all of you have the best opportunities for the future.

We have asked the school to help you to improve your work in mathematics so that you reach even higher standards. You can help by keeping up the hard work, making sure you learn your number work and continuing to be happy at school.