

# St Joseph's Catholic Primary School, Malmesbury

Inspection report - amended

---

<b>Unique Reference Number</b>	126424
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315541
<b>Inspection date</b>	6 February 2008
<b>Reporting inspector</b>	Deborah Zachary

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janine Birkin-Hewitt
<b>Headteacher</b>	Anthony McAteer
<b>Date of previous school inspection</b>	2 February 2004
<b>School address</b>	Holloway Hill Malmesbury SN16 9BB
<b>Telephone number</b>	01666 822331
<b>Fax number</b>	01666 829238

---

<b>Age group</b>	4-11
<b>Inspection date</b>	6 February 2008
<b>Inspection number</b>	315541

## **Amended Report Addendum**

Report amended due to factual inaccuracy

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than typical primary schools. The proportion of pupils eligible for free school meals is below average and so is the proportion of pupils with learning difficulties and/or disabilities. The headteacher was appointed in March 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Joseph's is a good school with some outstanding features. The headteacher has led the school to significant improvements since his arrival. The pupils' personal development is excellent as a result of a very varied curriculum and the importance the school attaches to developing the 'whole child'. The children get an outstanding start in the Foundation Stage (Reception) and teaching is good throughout the rest of the school; as a result, achievement is good.

As the school is small, the attainment of the children when they start school varies from year to year. However, all make good progress; standards are above average in all year groups, and well above average in some. During the last academic year, the headteacher and staff had a strong focus on improving English throughout the school. This was highly successful and the results of the 2007 national assessments show that Year 6 pupils' achievement in that subject was exceptionally good. Though at least satisfactory, progress in mathematics has not reached these heights. Opportunities to extend pupils' understanding in lessons are not always fully exploited.

Conversely, every available opportunity to extend pupils' personal development has been seized. The pupils participate in a 'task group' to encourage healthy living, and this played a significant part in the achievement of Healthy School status. They contribute to a wide range of charities and take a lively part in the local community, winning the carnival float competition with a striking dragon theme. Both spiritual development and the partnership with the church are very strong. Links with other schools in Britain and with schools they sponsor overseas greatly extend pupils' cultural understanding. Behaviour is excellent. Attendance is good, and pupils greatly enjoy both lessons and the wide range of after-school activities; one parent wrote that Monday morning is greeted by 'Hooray – it's school today!'

Pupils receive very good care and support: they are 'cherished', as one parent wrote. As a result they feel secure and safe, and this creates an atmosphere in which they want to work and learn. They receive satisfactory guidance, but not all understand their targets – what standards they are aiming for and how to get there.

The headteacher is well supported by staff and by an excellent governing body. The governors are exceptionally well organised and highly committed to the school. Subject leaders play a good part in monitoring provision and standards, and as a result self-evaluation at all levels is accurate. There are appropriate systems to track and analyse pupils' progress, but these have only been in full operation in the last year, so a longer-term view of achievement has not yet been developed.

## Effectiveness of the Foundation Stage

### Grade: 1

Many parents wrote about how well their children were helped to settle on starting school. The children receive excellent teaching in stimulating surroundings. Assessment is very well organised and planning very effective. Both teachers and teaching assistants use questioning very well to draw out imaginative answers from children: one child, for example, described a cylinder as a 'tunnel without holes'. Generally, the majority of children enter Reception with standards above those expected for their age, but they make excellent progress. Even during their short year in Reception, standards rise significantly. Last year, standards were well above average by the time pupils entered Year 1.

## What the school should do to improve further

- Improve progress in mathematics in Key Stage 2, ensuring that every opportunity is taken in lessons to extend understanding.
- Ensure that pupils understand what standards they are aiming for and what they need to do to achieve them.

## Achievement and standards

### Grade: 2

The Year 6 pupils reached exceptionally high standards in English in 2007, but broadly average standards in mathematics and science. There was some underachievement of the higher-ability pupils in these two subjects. Teachers' assessments, pupils' work in science and Year 5 tests in mathematics show that progress is now better. Pupils in the current Year 6 had Key Stage 1 results that were lower than the previous year group. They are on track to reach similar overall results to last year's pupils, and slightly higher standards in science. Nevertheless, progress in mathematics remains slower than in English.

Progress is good in reading, writing and mathematics in Key Stage 1. The attainment of the current Year 2 pupils was above average at the end of Foundation Stage. They are on track to reach standards that are high by the end of Year 2. Throughout the school, pupils with learning difficulties and/or disabilities make good progress.

## Personal development and well-being

### Grade: 1

Pupils demonstrate excellent relationships with each other and with adults. Year 6 pupils enjoy mentoring children in Reception. Pupils have strong moral and social development, respect the 'golden rules' of the school and take responsibility really well. They thoroughly enjoy being members of the school council. The pupils actively take part in mass once a week, and in daily worship, but they also study other faiths as well as Catholicism. They sing with enthusiasm, and music makes an excellent contribution to pupils' cultural development. They show good safety awareness.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers use resources well. Materials are carefully chosen to make lessons interesting and teaching assistants are thoroughly involved in lessons. When pupils who have learning difficulties are taught by teaching assistants in small groups, they are also taught well. Pupils of all abilities are encouraged to evaluate how well they have learned at the end of the lesson, drawing faces with different expressions or colours of traffic lights. This involves them well and helps them to take responsibility for learning. Teachers and teaching assistants match questions well to individuals so that all are challenged. Planning shows different activities for pupils of different abilities. However, planned work sometimes focuses too much on specific year groups and opportunities are missed to stimulate the most able pupils by grouping them with able pupils in the year above, or asking them to do tasks the older year group in the class are trying. Opportunities are sometimes also missed to get pupils discussing mathematics work in pairs or small groups.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well balanced, with plenty of arts, humanities and music as well as basic skills. Themed enrichment days and many visits and visitors enhance pupils' experiences. The accommodation restricts the physical education curriculum to some extent, but strong links with other schools enable pupils to gain a wide experience of games after school, and junior sports leaders from the secondary school work with St Joseph's pupils. Funds are now available to resurface the playground, and this will improve the situation. The curriculum supports pupils' personal development exceptionally well, partly through its variety but also through specific projects such as the Junior Good Citizen programme. Good links are made through curricular planning to ensure that pupils' essential skills, such as literacy, numeracy and information and communication technology, are consolidated across different subjects and in activities such as fundraising. Using these skills in different ways also ensures that pupils are well prepared for their future lives.

## **Care, guidance and support**

### **Grade: 2**

Pupils are very well cared for and they are confident that teachers are there to help them. One Year 6 pupil said, 'Everyone appreciates what the teachers do for us'. Those with learning difficulties and/or disabilities are very well supported; their needs are identified well using effective external help where required, and they are given the right support to meet their individual needs. The systems for safeguarding pupils are robust, and staff are trained well in their responsibilities. Marking is satisfactory: work is marked, but not consistently well across subjects or classes, so pupils are not always clear about what they need to do to improve. Older children are not particularly aware of the standards that they should be aiming for.

## **Leadership and management**

### **Grade: 2**

The headteacher has had a very strong impact since his arrival. Parents speak of his 'fantastic leadership' and of the school as 'exceptionally well run'. Headteacher, staff and governors have a good understanding of the school's strengths and weaknesses, and the decision to work initially on improving English was a good one. The school has a good capacity to improve further. The school values its staff and has an effective approach to professional development. Governance is highly challenging but very supportive. Target setting is appropriate, and as time goes on the tracking system should allow improved data analysis. The focus on pupils' progress, rather than just standards, is comparatively recent.

Parents are very supportive and the large majority are very happy with what the school offers. A small number say they would like better communication with teachers or support staff.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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 effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

How good is 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	2
How well learners enjoy their education	1
The attendance of learners	2
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 the 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?	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.



## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	1
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**

7 February 2008

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Malmesbury SN16 9BB

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and hearing your views.

We think you go to a good school. You make good progress and you are well taught. The youngest children get a really good start at St Joseph's. All of you are well cared for by the staff. Your behaviour is excellent, even though some of you who talked to us think you could behave even better. We were especially impressed with your understanding of how to keep healthy and the way you contribute to the town, the church and the school. We wish we had been there to see you in the carnival.

You do so well in English that we have asked Mr McAteer and the staff to concentrate on improving maths now. We have also asked them to give you better guidance on what standards you are aiming for and how to improve. You can help by remembering your targets and trying for them as you work.

We wish you all the best for the future.

Deborah Zachary Lead inspector



7 February 2008

Dear Pupils

**Inspection of St Joseph's Catholic Primary School, Malmesbury SN16 9BB**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and hearing your views.

We think you go to a good school. You make good progress and you are well taught. The youngest children get a really good start at St Joseph's. All of you are well cared for by the staff. Your behaviour is excellent, even though some of you who talked to us think you could behave even better. We were especially impressed with your understanding of how to keep healthy and the way you contribute to the town, the church and the school. We wish we had been there to see you in the carnival.

You do so well in English that we have asked Mr McAteer and the staff to concentrate on improving maths now. We have also asked them to give you better guidance on what standards you are aiming for and how to improve. You can help by remembering your targets and trying for them as you work.

We wish you all the best for the future.

Deborah Zachary  
Lead inspector