

# St Joseph and St Bede Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105336
<b>Local Authority</b>	Bury
<b>Inspection number</b>	336477
<b>Inspection dates</b>	1–2 July 2010
<b>Reporting inspector</b>	Yvonne Mills-Clare

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Mary McGrail
<b>Headteacher</b>	Mrs Elizabeth Connolly
<b>Date of previous school inspection</b>	17 January 2007
<b>School address</b>	Danesmoor Drive Bury Lancashire BL9 6ER
<b>Telephone number</b>	0161 764 3781
<b>Fax number</b>	0161 764 3957
<b>Email address</b>	StJosephStBede@bury.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	1–2 July 2010
<b>Inspection number</b>	336477

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 12 teachers. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement and external reports. They also considered questionnaire responses from 105 pupils, 24 members of staff and 126 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils make consistent progress from joining the Nursery until they leave at the end of Year 6
- pupils' attainment and the teaching and curriculum in mathematics
- whether the school has been successful in developing a more distributed leadership and to what extent managers at all levels are influencing whole-school improvement.

## Information about the school

The school is larger than average. A below average proportion of the pupils are from minority ethnic backgrounds. Few pupils are at an early stage of learning English as an additional language. An above average proportion of pupils have special educational needs and/or disabilities including an above average proportion of pupils with a statement of special educational needs. The school has received the Sportsmark and the National Healthy Schools award. There have been key leadership and many other staffing changes since the last inspection. Before- and after-school childcare is provided on the site by a private provider. It was not subject to this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of education in a calm, welcoming and caring environment. Limitations of an ageing building have been effectively addressed by some good-quality art displays in classrooms and public areas. The very large majority of parents and carers are happy with the school, in particular the level of personal support that their children receive. One parent's comment that the school is 'great, warm and welcoming' was typical of the views expressed. Consequently, pupils feel safe. Pupils' good spiritual, moral and social development underpins their positive attitudes to learning and a good understanding of healthy lifestyles. The school works effectively with outside agencies to ensure that all pupils, including those who require extra help, are well cared for. Staff are sensitive to pupils' personal circumstances. During lessons pupils are willing learners and, for the most part, behave well and respond positively to their learning. Pupils know that they are valued and show this in their respect for adults and pride in their school. They welcome the opportunity to take on responsibility, for example through the school council which is active and feels that it 'has a big voice' in helping to shape the school's decisions. Within the satisfactory community cohesion pupils are proud of the good contribution that they make in school and increasingly in the local community.

Progress, for the majority of pupils across the school, is satisfactory. The many staffing changes since the last inspection have resulted in inconsistencies in the quality of teaching, which means that for some pupils their progress has not always been steady. Taking the school as a whole, progress is satisfactory. For two out of the last three years the school's results in the national tests in English and science have improved and are better than those in mathematics; as a consequence, standards of attainment overall have been generally above average. Pupils with special educational needs and/or disabilities and those learning English as an additional language generally make similar progress to their classmates. Attainment in mathematics, despite improvements over time, is the weakest area of performance and remains a key priority.

The quality of teaching, although variable, is satisfactory overall. The assessment of pupils' learning is inconsistent and often this results in pupils being given tasks and activities that lack challenge. Teachers often miss opportunities to involve pupils in their own learning and pupils are not always aware of how well they are doing or how to improve.

Leaders and managers have evaluated accurately the key priorities to improve the school. These build on the school's strengths in caring for its pupils and at the same time steer the school in securing improvement. A relentless drive to target pupils' absence has successfully resulted in above average attendance. Many strategies to raise

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

attainment and achievement have been put in place. The impact of these initiatives is that pupils' attainment has risen since the last inspection. Although there is more to be done, evidence of improvement is becoming apparent. For example, the introduction of more robust procedures for tracking pupils' progress has led to a secure and accurate picture of progress across the school and has identified any areas of underachievement to be addressed. This evidence of impact demonstrates the school's satisfactory capacity to improve further. The headteacher has defined and clarified the role of the assistant headteachers; they are taking an increasing part in whole-school improvement. Middle managers are at an earlier stage of involvement in whole-school improvement and do not yet play an effective role.

**What does the school need to do to improve further?**

- Raise pupils' attainment and achievement, particularly in mathematics at the higher levels, by providing tasks and activities that consistently challenge pupils.
- Improve the quality of teaching and learning for all pupils by:
  - planning activities that sharply focus on pupils' next steps in learning
  - improving consistency in the use of success criteria to assess pupils' learning
  - using targets and marking effectively to inform pupils of how well they are doing and how they can improve
  - providing more opportunities for independent work.
- Develop the role of subject leaders to ensure that they play a more effective role in whole-school improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils work conscientiously and behave well when teachers keep them actively engaged in their learning. Pupils work well together and respect and trust their teachers. They enjoy their tasks and activities; their good behaviour and attitudes to work underpins their learning. Progress for the majority of pupils at Key Stage 1 and Key Stage 2 is satisfactory in most years. Although pupils' attainment by the end of Year 6 is generally above average overall, their progress throughout the school is inconsistent. Despite some improvement pupils have not achieved the next step to attain high levels for their age in mathematics, in particular. Mathematics is not used well across other subjects and so pupils have less time to practise calculation and problem solving than, for example, in literacy.

The school's calm, caring ethos promotes a strong sense of 'family' and pupils' very effective spiritual, moral, social and cultural development helps them show empathy and care towards others and to feel safe. Pupils happily take on responsibilities. The school council provides a good forum for pupils' views. They feel that their contributions are

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

valued and that they play a positive part in the running of the school. Pupils make and sell articles for fundraising and source 'best value for money' when spending their budget. In these important respects they are developing skills which prepare them well for later life. They develop a good knowledge of how to eat healthily and keep fit. Fruit is enjoyed by pupils at break times, water is available through the day and healthy meals are eaten at lunchtimes. Pupils' above average attendance, ability to work well with others and firm foundations in basic skills set them in good stead for their next step of education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching promotes good relationships, resulting in adults and pupils working together in a calm and positive climate for learning. Where teaching is of good quality tasks are planned to challenge and motivate and expectations are high. However, this is the exception rather than the rule. Satisfactory teaching, which is in the majority, is often characterised by too much talk by the teacher resulting in a lack of pace in pupils' learning and insufficient time to practise the skills they are learning, for example in

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

mathematics. Pupils are not always sufficiently involved in their learning and do not always understand how well they are doing or how they can improve. The quality of guidance to pupils on how to improve their work, including the use of meaningful targets and the use of success criteria to secure improvement, is variable. Teaching assistants are often effectively deployed to support the learning of pupils with special educational needs and/or disabilities. This ensures that this group of pupils make similar progress to their classmates.

The curriculum has a clear focus on the development of numeracy and literacy. It promotes pupils' personal development well. A recent focus on mathematics has improved the number of pupils attaining expected levels, but the subject still lags behind English and science at the higher levels. The school is part of a national music programme and pupils enjoy the performing arts. A production of Macbeth, involving upper Key Stage 2 pupils, was well attended and appreciated by parents and carers. Other subjects are increasingly linked to literacy, although opportunities for information and communication technology and for mathematics are more limited. Topics do not always build on pupils' prior experience. A good range of well-supported after-school activities and visitors enhance the curriculum.

Caring for its pupils is at the heart of the school's mission statement and ethos. Pupils say adults working with them are always accessible and any problems are swiftly resolved. Older pupils feel confident about their move to secondary school because effective links have been forged with local high schools.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher promotes a sense of teamwork and a commitment to ensuring the best possible outcomes for pupils, academically and personally, through regular monitoring of lessons and scrutiny of pupils' work. Recently introduced tracking systems have highlighted satisfactory rather than good progress for some pupils and senior staff are well aware of what needs to be done to raise achievement. Clearly defined roles ensure that leaders increasingly participate in whole-school improvement; however, newly reinstated subject leadership and middle management roles are not yet as effective. Good professional relationships through external partnerships add much to pupils' development.

The effectiveness of safeguarding systems is satisfactory. All procedures are in place

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

and meet current requirements. Governors are well informed and some, through regular visits, are involved in identifying the school's strengths and areas to develop, and support improvements. The school is a cohesive community within which all groups are treated equally and there is little room for discrimination. The school promotes equality of opportunity by using information about individual pupils and there is evidence of improvements where it has focused its efforts, for example in an increasing proportion of pupils achieving the expected levels for their ages. There is an increasing focus on involving parents and carers; for example, they are involved in a working party with the school to promote community cohesion by seeking more ways to extend pupils' understanding and empathy with the wider and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Nursery is a great strength of the school and is an exemplar of outstanding practice. As a result of a rich, exciting mix of activities and skilled staff, children make rapid progress from a starting point that is mostly well below that typically expected, in particular in communication, language and literacy and in personal and social education. By the time they enter Reception, children are on the whole attaining skills broadly in line for their age in most areas of learning. Satisfactory progress in the Reception Year means that by the time children are ready for Year 1 their attainment is broadly in line with the national expectations for their age.

Children are known well as individuals and focused activities are based on detailed knowledge of children's abilities and interests. Staff are well deployed to ensure the safety and welfare of individuals and a focus on independence ensures that they are



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
 Please turn to the glossary for a description of the grades and inspection terms

confident learners. The Early Years Foundation Stage leader works effectively with the staff to ensure that the setting offers a good start for the children it serves.

There is a good balance of child-initiated and adult-led provision. The outdoor classroom mirrors the indoor activities across the six areas of learning, offering a wide range of first-hand experiences for children. Good arrangements provide a framework for seamless transition from the Nursery to the Reception Year and ensure that children settle quickly to their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Just over 40% of parents and carers returned the questionnaire. Of these, the vast majority were supportive of all aspects of the school's work. Almost all those who responded indicated that their children enjoyed being at school and that safety in school was effective. Inspectors agree with parents' and carers' positive views on the care, guidance and support that the school provides. However, inspectors judge that there are variances in the quality of teaching and learning leading to standards in mathematics that could be higher. A very small minority disagreed that pupils' behaviour is good. The inspection team found no evidence to support this view.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Joseph and St Bede Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 126 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	67	39	31	2	2	0	0
The school keeps my child safe	97	77	27	21	1	1	0	0
The school informs me about my child's progress	71	56	50	40	4	3	0	0
My child is making enough progress at this school	81	64	41	33	2	2	0	0
The teaching is good at this school	83	66	41	33	2	2	0	0
The school helps me to support my child's learning	78	62	46	37	2	2	0	0
The school helps my child to have a healthy lifestyle	77	61	46	37	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	78	62	45	36	1	1	0	0
The school meets my child's particular needs	72	57	46	37	5	4	0	0
The school deals effectively with unacceptable behaviour	71	56	44	35	10	8	0	0
The school takes account of my suggestions and concerns	65	52	56	44	4	3	0	0
The school is led and managed effectively	68	54	55	44	2	2	0	0
Overall, I am happy with my child's experience at this school	85	67	37	29	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



05 July 2010

Dear Pupils

Inspection of St Joseph and St Bede Catholic Primary School, Bury, BL9 6ER

I am writing on behalf of the inspection team to thank you for making us welcome when we inspected your school. We enjoyed our time with you, talking to you and hearing what you had to say. The school provides you with a satisfactory education. Some of the good things about your school include the way you feel safe at school and know the staff will help you with any difficulties. You enjoy coming to school and make the most of it. Your behaviour is good and you look after and help each other. Your school council works hard for you and helps to share your ideas for change. You take plenty of exercise and know all about keeping healthy. The school takes good care of you. By the end of Year 6 mostly you attain above average levels although, because of the many staff changes, the quality of learning, teaching and the curriculum is satisfactory.

To improve your school further we have asked your teachers to help you learn even faster: to raise your attainment, in particular, in mathematics at the higher levels and to develop the role of subject leaders to ensure that they play an effective role in supporting the improvements.

You can help by thinking about what you are doing so that you make faster progress and by telling your teachers how you think you are doing.

Thank you once again for your help. Best wishes for your future success.

Yours sincerely

Mrs Yvonne Mills-Clare

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**