

# St Joseph's Catholic Primary School, Barnoldswick

## Inspection report

---

<b>Unique Reference Number</b>	119685
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339504
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Brian Holmes

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 of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr James Bond
<b>Headteacher</b>	Mrs Catherine McDonald
<b>Date of previous school inspection</b>	3 November 2006
<b>School address</b>	West Close Road Barnoldswick Lancashire BB18 5EN
<b>Telephone number</b>	01282 813045
<b>Fax number</b>	0
<b>Email address</b>	head@st-josephs-rc91.lancsngfl.ac.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	16–17 September 2009
<b>Inspection number</b>	339504

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 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, looked at pupils' work in classrooms, and held discussions with governors, staff, pupils and parents. They observed the school's work, and looked at its assessment data, evidence of activities and events, governing body minutes and monitoring and evaluation documents. 56 parents' questionnaires, 78 pupils' questionnaires and five staff questionnaires were analysed.

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

- achievement in mathematics and English, particularly for the more able pupils and for boys and whether teaching and the curriculum are sufficiently challenging to enable all pupils to achieve well
- how well pupils with special educational needs and/or disabilities and those who are at an early stage of learning English achieve
- pupils' understanding of diversity within their local community and in communities in the world beyond and how this impacts on their own lives
- how effective all leaders, including governors, are in driving and sustaining the improvement of the school
- the effectiveness of the education provided for children in the Early Years Foundation Stage.

## Information about the school

The school is smaller than average, but numbers have increased since the last inspection and the roll continues to rise. The school draws its pupils from two parishes so a significant number travel a long distance to the school. It has an Early Years Foundation Stage with reception-aged children in a mixed-age class. The proportion of pupils entitled to free school meals is low. Most pupils are of White British heritage; a small, but increasing, proportion are from minority ethnic groups and some of these pupils are at an early stage of learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average.

The school has gained a number of awards, including the National Healthy Schools Award, Investors in People, Activemark, the Learning Excellence Award For Innovative Practice and the Financial Management in Schools Award.

**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?**

**1**

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

**2**

## Main findings

St Joseph's is an outstanding school. The significant strengths in many areas of its work, including care for pupils, the rich and inspiring curriculum and its links with the community, enable pupils to flourish both academically and in their personal development. The strong commitment of the leadership to equal opportunities for all is at the heart of the school.

Children in the Early Years Foundation Stage progress well. This is due to the good quality of provision and effective leadership and management that ensure that children learn well both socially and academically in a safe and secure learning environment. In Key Stages 1 and 2, good teaching and an outstanding curriculum ensure that pupils' rate of learning is good. As a result, the standards attained by pupils leaving Year 6 have improved and are above average. Standards in mathematics, although above average, are not always as high as those in English and science, and progress is not as fast. The school is taking action to address this issue, but pupils do not always have enough opportunities to practise their skills in fractions or to apply their problem-solving skills to reach the higher levels in mathematics. Pupils' current work and the school's own data shows that rates of progress are improving in all subjects across the school and that there is no notable variation in the achievement of boys and girls or of different groups of pupils.

Pupils' behaviour, both in class and around the school, is outstanding and this makes a strong contribution to the quality of their learning. Pupils are eager to come to school and their enjoyment of learning is very evident. They like the wide range of activities that the school offers, particularly visits and the opportunities to work on projects with other schools. This illustrates the outstanding impact that the curriculum has on their learning through providing them with stimulating activities to extend and enrich their experiences. The very good links with other schools enable pupils to develop a good understanding of pupils from other faiths, ethnicities and backgrounds in the local and wider communities, but their understanding of other cultures at an international level is underdeveloped. Pupils are provided with very good opportunities to apply their skills in literacy, numeracy, and information and communication technology in other subjects, which has a positive effect on their learning and progress.

The effectiveness of leadership and management is good and improving further. The headteacher has a clear vision for the achieving high standards, both academically and personally, which is shared by all and backed up by rigorous systems for monitoring and evaluating the school's work. These are firmly embedded and effectively deployed by all staff in their roles as leaders and managers and have resulted in above average results at Year 6 over the last two years and rapidly improving standards of progress and

**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 in the rest of the school. The school has implemented all the recommendations made by the last inspection, resulting in improved standards in writing, and provision for pupils' personal development has been strengthened, resulting in improved outcomes for pupils in these aspects of their learning. Governors are very supportive of the school and make a positive contribution to its monitoring and evaluation processes. This positive picture of leadership shows that the school has a good capacity to sustain its improvement further and build on its successes of the last two years.

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

- Improve pupils' achievement in mathematics by ensuring that:
  - pupils have more opportunities to improve their knowledge and understanding of fractions and to apply their problem-solving skills to reach the higher levels.
- Improve pupils' cultural development from good to outstanding by:
  - increasing pupils' understanding of the similarities and differences between their own culture and that of others at an international level.

## Outcomes for individuals and groups of pupils

**1**

Pupils, including those with special educational needs and/or disabilities, and who are at an early stage of learning English as an additional language, make good progress. Pupils respond well to the challenges they are set in lessons, demonstrating good levels of engagement and sustained concentration and enjoyment to complete the tasks they are set. This was evident in a Year 5/6 literacy lesson, with links to geography, where pupils worked enthusiastically on a number of challenges in pairs and small groups, demonstrating an impressive initiative in discussions and in deciding the key features of a report. For the most part learning throughout the school is successful. It dips very occasionally when the pace of lessons drops when pupils are over-directed by the teacher.

Above average standards in English, mathematics and science at the end of Year 6 have been achieved for the last two years, and are set to continue to rise further, based on the school's data of progress made and standards reached by pupils currently in Year 5 and Year 6. Pupils with special educational needs and/or disabilities respond successfully to well-targeted intervention programmes and support in lessons. Their progress is checked regularly and the end result is good progress in gaining skills and confidence. Pupils at an early stage of learning English as an additional language make very good progress in the acquisition of the language. Their rapidly developing comprehension and speaking skills were seen in their very good attention in lessons and keenness to answer questions.

Pupils have an excellent understanding of how to live healthily. They are extremely knowledgeable about the benefits of regular exercise and a healthy diet. They make a positive contribution to the provision of healthy snacks and lunches. There is wide

**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

participation in sport and excellent take-up of the wide range of sport-related extra-curricular activities. Pupils say they feel very safe in school and that 'there is no bullying'. They know who to go to if they do experience any bullying. They think that their views are listened to through the school and class councils. Pupils undertake many roles to contribute to the school's work including as play leaders, head boy and girl, and through involvement in the school council making decisions related to the school, including the design of an obstacle course. They are closely involved in the local community in a range of activities, for example the Pendle Festival and helping to fund raise for the building work in school. They show very good spiritual, moral and social awareness and good cultural awareness. They engage well with a range of groups from different ethnic, religious and socio-economic backgrounds through working with pupils in a network of local schools, but their understanding of different cultures at an international level is underdeveloped. Attendance is above average with very good punctuality. Pupils have good basic skills and develop well as confident learners with high levels of self-esteem because of their outstanding development personally.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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?

<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

Teachers' secure subject knowledge and effective use of assessment supports thorough lesson planning. They successfully meet the needs of all pupils and provide a consistent level of challenge, including targeted support for pupils with different needs. Lessons usually move along at a brisk pace. A good range of strategies are used to keep pupils learning quickly but occasionally teaching is over-directive and the pace of learning slows. Good use is made of new technology, such as interactive whiteboards, to enhance explanations and stimulate investigations. Teaching assistants are used well both to support pupils inside the classroom and to deliver intervention programmes to small groups outside the classroom. Pupils at an early stage of learning English as an additional language are fully included in lessons and their spoken contributions are both encouraged and valued. Marking is thorough, frequent and consistent. It ensures that all pupils are given clear information about how to improve their work. In lessons, teachers give clear oral feedback and pupils are clear that they know their targets.

The curriculum underpins pupils' learning exceptionally well and makes an outstanding contribution to the aspects of their learning linked to personal, social and emotional development. The focus on writing has had a positive effect on raising standards in English in all year groups. In mathematics, a more structured approach is raising standards but there is more to do to provide pupils with opportunities to practise their skills in fractions and to undertake problem-solving exercises to reach higher levels. The curriculum provides excellent enrichment for pupils to support their understanding of healthy living through topics linked into science and through provision of a wide range of sports activities for all pupils. There is excellent enrichment, for example through provision for French and through visits and visitors. The school is closely involved in a learning network of local schools that provides projects on which schools can collaborate, including a planned environmental week and a school council conference. Through this network the more able pupils are targeted for creative learning and thinking skills projects, which have a positive effect on their achievement in subjects.

There are rigorous systems to keep pupils safe and excellent programmes to promote their personal, social and emotional development. Staff know the pupils extremely well, and both the pupils and their parents have high levels of confidence in the standards of care, support and guidance provided by the school. As a result, staff have successfully established trusting and friendly relationships with pupils, which are central to the outstanding provision the school makes. Pupils' individual needs are accurately identified and their progress carefully monitored.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**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

## How effective are leadership and management?

The headteacher, other staff and governors are dedicated to providing pupils with the best quality of education possible so that all can achieve their best both academically and personally. Both the staff and the governors drive the improvement of the school effectively. Rigorous school self-evaluation forms the basis of identifying areas for improvement, on which the staff work closely together. The school sets challenging targets for all pupils and staff work tirelessly to enable pupils to reach them. Governors are rigorous in ensuring that safeguarding procedures are followed and have a good understanding of the school's strengths and weaknesses through their involvement in the school's self-evaluation processes. As a result of its efforts, the school ensures that all pupils have equal opportunities to succeed. The attainment of the more able pupils has improved significantly and the gap between boys' and girls' achievement has reduced. Policies are rigorously adhered to and updated regularly in response to their evaluation. All current government safeguarding requirements are met. The school promotes community cohesion effectively, having analysed its community and through the work it does with schools of different faiths, backgrounds and ethnicities within the wider local area. However, it has not yet evaluated its work to build on these strengths. The school uses its budget and other resources efficiently to enhance its provision and ensure outstanding outcomes for its pupils. As a result, it provides outstanding value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage



**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

The quality of provision for children in the Early Years Foundation Stage is good because it is well led and managed with a clear vision for providing children with a safe and secure environment where they can learn and play together. There are good links with nurseries who send children to the setting and with parents, who are pleased with the start that their children make. When children start in the Reception/ Year 1 class their skills are broadly in line those typically seen for their age, with a wide range of abilities. They make good progress so that by the end of the year the vast majority are working securely within the learning goals set for them nationally and a minority exceed them. Their achievement in calculation is not as high as in other aspects of their learning.

The classroom and outdoor area are hives of activity, with a good balance between adult-led and child-initiated learning. After only a short period of time in school, children already show a level of confidence borne out of a clear sense of well-being. They enjoy good relationships with adults, who give their health, safety and welfare the highest priority. Children are encouraged to think during the adult-led activities, and left to explore and find things out for themselves, as seen when a group of boys played a counting game on their own having been shown how to play by an adult. The outdoor environment is sufficiently well organised with the recommendation from the previous inspection having been addressed. Resources for the outdoor area are satisfactory but in need of further development, although children showed great imagination in using a large cardboard box as a police car. Ongoing assessment is used well to inform the planning of activities for groups and individuals.

*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**

Inspectors' findings agree with the views of the overwhelming majority of parents, who are very positive about the way the school cares for and educates their children. Very few expressed any disagreement with the school's provision and no concerns were raised in parents' comments. Praise from parents of children with individual needs is extremely positive. Parents commented that the school contributes strongly to their children's social, as well as academic, development and helps children to become confident individuals with high levels of self-esteem. They strongly agree that the school keeps their children safe. They are very impressed by the school's open-door policy and the school's handling of sensitive issues. A typical parent commented: 'St Joseph's is a very friendly school. It runs like a family with a lovely community feel, starting from the

**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

cleaner to the cook, helpers and then teachers, all of whom are warm and approachable.'

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

Ofsted invited all the registered parents and carers of pupils registered at St Joseph's 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	77	23	21	0	0	0	0
The school keeps my child safe	90	83	16	15	0	0	0	0
The school informs me about my child's progress	83	75	26	23	0	0	0	0
My child is making enough progress at this school	79	71	29	26	0	0	0	0
The teaching is good at this school	90	82	18	16	0	0	0	0
The school helps me to support my child's learning	77	69	28	25	4	4	0	0
The school helps my child to have a healthy lifestyle	79	72	30	27	0	0	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)	88	81	17	16	2	2	0	0
The school meets my child's particular needs	78	70	29	26	2	2	0	0
The school deals effectively with unacceptable behaviour	87	78	18	16	2	2	2	2
The school takes account of my suggestions and concerns	73	66	32	29	1	1	3	3
The school is led and managed effectively	82	74	24	22	2	2	0	0
Overall, I am happy with my child's experience at this school	94	85	15	14	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



Inspection of St Joseph's Catholic Primary School, Barnoldswick, BB18 5EN

Thank you for your warm and friendly welcome when we visited your school recently. We enjoyed our time at St Joseph's enormously, particularly the discussions we had with you. You are clearly very proud of your school and have every right to be so. You will be pleased to know that we think that St Joseph's is an outstanding school. It has many strengths. We were extremely impressed by your excellent behaviour and to see how well you enjoy your lessons and work so well together. You are taught well by your teachers who, you told us, are 'always cheerful'. You enjoy a wide range of learning opportunities, especially visits and sports, and participate eagerly in all the school has to offer. As a result of all this, you achieve well in your work and outstandingly in the aspects of your learning linked to your personal development. You become thoughtful, caring and responsible people.

All of the good things the school has to offer are made possible because the people who lead your school, such as your headteacher, other staff and the governors, work extremely hard to give you the best education possible. They do a good job and are always looking for ways to make things even better. We have agreed on two areas for improvement that would be really useful to focus upon. First of all, in your work you make faster progress in your reading and writing than you do in mathematics so we have asked the school to address this. Second, you have a good understanding of other cultures and people from different faiths and backgrounds in your local area and the wider community but your understanding of the rest of the world is underdeveloped, so we have asked the school to look at this. You can help by continuing to work hard, behaving extremely well, and doing your best to help the school improve even further. With very best wishes for the future

**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).**