

St Joseph's Catholic Primary School (Huddersfield)

Grosvenor Road, Dalton, Huddersfield, West Yorkshire HD5 9HU

Inspection dates

26–27 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Over time, leaders have supported staff to improve the quality of teaching and learning. This has been effective and, consequently, pupils' progress is good or improving across a wide range of subjects.
- Leaders' whole-school improvement plan focuses accurately on the key priorities of the school. However, the plan needs to be more specific in its measures of success.
- Governors have an accurate view of the school. Because of this, they can both support and challenge leaders.
- Subject leaders are effective in their role. They support other staff to improve outcomes in their area of responsibility.
- Teachers' secure subject knowledge contributes to the quality of the teaching, which is good. However, at times, there is a lack of challenge for the most able pupils.
- Teaching assistants make a very good contribution to pupils' learning. They give good support to pupils, especially those who have special educational needs and/or disabilities (SEND).
- Children in the early years make good progress. This is because of effective leadership and good teaching. However, the questioning skills of staff are insufficiently challenging the most able to extend their learning.
- The curriculum is broad and balanced, with interesting experiences for pupils. Because of this, pupils have positive attitudes to learning. However, they do not always have enough opportunities to use their writing and mathematical skills across the whole curriculum.
- Leaders use the physical education and sport premium well. Pupils are active and enjoy sport.
- There is strong safeguarding culture across the school. Pupils are kept safe.
- The development of pupils' spiritual, moral, social and cultural understanding is a strength of the school. As a result, the school prepares pupils well for life in modern Britain.
- Pupils are very friendly, well-mannered and polite. Pupils treat each other and adults with respect.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by:
 - ensuring that all teachers have high expectations, so all groups of pupils make good progress
 - ensuring that teachers challenge pupils with work, so a greater proportion of pupils achieve the higher standards in reading, writing and mathematics
 - strengthening the quality of questioning in the early years to challenge children more deeply, particularly the most able, and to ensure that next steps are clearly identified to further support improvements in learning.
- Improve the effectiveness of leadership and management by:
 - ensuring that improvement plans include clear measures of success, so leaders can accurately judge the impact of actions taken.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, ably supported by the senior leadership team, leads the school with a clear moral purpose. Staff feel valued and well supported by leaders. Because of this, morale is high.
- Since the last inspection, the headteacher and senior leaders, supported by the local authority and a national leader of education, have improved the quality of teaching. As a result of this, pupils' progress is improving and is now good.
- Leaders know the strengths and weaknesses of the teaching across the school. They collect a wide range of information to check the quality. Teachers are held to account regularly for the progress that pupils are making. However, the current improvement plan does not contain specific measures for success to effectively judge the impact of these actions.
- Subject leaders have an accurate view of the standard of pupils' work. They are enthusiastic and regularly support other staff through training sessions. As a result, they are improving the quality of teaching and learning in their area of responsibility.
- Pupils' spiritual, moral, social and cultural understanding is developed well through a curriculum, which provides many opportunities for pupils. They learn about other cultures through topics such as 'Cultural cuisine', where pupils have the chance to taste foods from a variety of different countries. Current environmental issues are also explored within other topics. Pupils are well prepared for life in modern Britain.
- Additional funding is used effectively to support disadvantaged pupils. Leaders' actions have been effective in reducing the number of pupils who are not attending regularly. This funding is also used to enable disadvantaged pupils to attend intervention groups to address their individual needs. As a result, these pupils are catching up quickly in reading, writing and mathematics.
- Leaders identify the needs of pupils with SEND accurately and ensure that effective support is in place to meet the needs of these pupils.
- The primary physical education (PE) and sport premium funding is used well to increase the vast majority of pupils' opportunities to enjoy physical activity and participate in competitive sports. This provides pupils with access to a wide range of sports and additional competitions, including for pupils with SEND.
- The majority of parents responding to Ofsted's online questionnaire, Parent view, said that the school was well led and managed. Parents appreciate how well staff care for the pupils. One parent, reflecting the views of many, commented, 'My children have flourished at St Joseph's academically, emotionally and spiritually.'

Governance of the school

- The governing body is committed to the school. Following an external review, governors have received a range of focused training. As a result, they have further developed a range of skills to provide support and challenge for leaders.

- Governors know the school well and regularly meet with staff. Leaders provide governors with a wide range of information. Consequently, governors have a clear understanding about aspects of the school which need improving and the subsequent actions leaders are taking to address these.
- Governors are well informed of how the school uses additional funding. They visit the school regularly and carry out a range of monitoring activities. Because of this, governors know that the sports funding and funding for disadvantaged pupils and pupils with SEND is spent well.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are of high quality. They exhibit, clearly, the school's culture and commitment to keeping children safe, particularly the most vulnerable children. There are strong links with parents and carers as well as external agencies. School leaders are tenacious in making sure that safeguarding issues are dealt with swiftly and appropriate action is taken.
- Leaders have had a sharp focus on safeguarding children, including the most vulnerable, and those who are looked after by the local authority. Staff are well-trained, knowledgeable and vigilant about safeguarding matters. The school's safeguarding team and staff are passionate about making sure that children are kept safe from harm.
- Governors are keen to keep checks on the school's procedures. Appropriate checks are made to ensure that all staff are fit to work with children and the school's single central record meets requirements.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning is good. It has significantly improved since the previous inspection, and continues to improve. Teachers and teaching assistants have developed their skills through training, which has resulted in stronger progress being made by current pupils.
- Around the school and within classroom environments, reading is promoted well. Reading areas are inviting, and prompts are displayed, which focus on key aspects of reading. Pupils' books show a regular focus on reading skills. As a result, most pupils are making good or better progress.
- Leaders have developed a consistent approach to the teaching of mathematics. Pupils' work evidences regular opportunities to apply skills in problem-solving activities. However, there are too few opportunities to practise these skills in other areas of the curriculum. Teaching and learning in mathematics for current pupils in key stage 1 is still variable, therefore pupils' progress is variable.
- Work is usually pitched well, and teachers use assessments to adapt plans based on how well pupils grasp learning. However, on some occasions, work does not provide enough challenge, especially for most-able pupils.
- Leaders have made sure that writing is taught in a very systematic way. The majority of current pupils' work evidences good and sometimes accelerated progress,

particularly in upper key stage 2. Pupils in key stage 1 do not have enough opportunities to apply their writing skills in a range of other subjects.

- Teaching assistants provide effective support for pupils to help them make good progress. Teaching assistants use information about pupils with SEND well, and use a range of strategies, including focused questioning, to develop and deepen learning.
- Phonics is taught systematically from the early years onwards. Pupils use their phonics skills in reading. As a result, many pupils become both confident and fluent readers.
- Teachers have created calm working environments. Good relationships exist between teachers and pupils. Consequently, pupils are actively involved in their learning and lessons run smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Central to this are the strong and positive relationships that exist between staff and pupils. Teachers listen to pupils well, and check the school's worry boxes to respond to pupils' needs. Pupils told inspectors they are safe in school and said, 'Staff care for us.' Should they have any worries, anxieties or concerns, they know that staff will support them.
- In lessons and assemblies, pupils learn how to stay safe and keep safe. They have a good understanding of how to stay safe when using the internet. Pupils know that staff will resolve any issues of bullying, should they occur.
- Pupils listen to each other and show respect for each other and adults. They are welcoming to visitors, confident, well-mannered and polite.
- Pupils are smart, proud of their school and enjoy being in school. They take pride in their work and, consequently, pupils' books across different subjects are well presented.
- There are good opportunities for pupils to take on leadership roles, such as school councillors. Pupils vote for the school council and learn about democracy. Personal, social and health education makes a very positive contribution to children's understanding of diversity. As a result, pupils respect each other and celebrate everyone's differences.
- Pupils are keen to please their teachers and listen well in class. They make a good contribution to learning. Within the pupils' books, there are good examples of pupils responding to teachers' feedback and improving their work.
- Parents and staff are highly confident that children are safe and well looked after in school.

Behaviour

- The behaviour of pupils is good.

- Over time, leaders' actions have improved behaviour. Pupils know what is expected of them. They follow the school rules and enjoy the rewards they receive for good behaviour. Pupils display positive attitudes to learning. They conduct themselves well around school and play well together at break and lunchtime.
- Leaders present certificates for good attendance and have made good inroads into reducing persistent absenteeism. It remains below average. Currently, overall attendance is average. However, there are a very small number of disadvantaged pupils who need to strengthen their attendance.
- There are very few exclusions from school because behaviour is good.

Outcomes for pupils

Good

- In 2018, attainment of pupils in Year 6 was above the national average in reading, writing and mathematics. However, progress in writing and mathematics was below the national average. The senior leadership team have taken actions to address the issues. Consequently, current pupils are making good progress in key stage 2. They are well prepared to move onto the next stage of their education.
- Work in pupils' books shows pupils, across a wide range of subjects, are making good progress. There are many examples of good-quality artwork, inspired by themes such as endangered species, other cultures and Black History Month. In upper key Stage 2, environmental issues were used as stimuli for writing, and pupils produced some very high-quality pieces of writing.
- In the past, the proportion of pupils achieving the higher standards at the end of each key stage have been variable. The school's assessment system, and current pupils' work, shows more pupils are achieving at the higher standards in reading, writing and mathematics across key stage 1 and 2. However, all teachers do not consistently challenge the most able pupils to achieve the high standards of which they are capable.
- Over time, attainment in reading, writing and mathematics at key stage 1 has improved. In reading and mathematics, current pupils are making at least expected progress from their starting points and good progress in writing.
- Working with the local authority, leaders have improved the teaching of phonics. As a result, in 2018, the proportion of pupils achieving the required standard in the phonics screening check in Year 1 was above the national average. By the end of key stage 1, almost all pupils reach the required standard. Pupils complete phonics activities which match their abilities. Consequently, the progress that current pupils make is consistent across the early years and key stage 1.
- Leaders, together with governors, hold regular meetings focusing on pupils' progress. Interventions are put into place when needed. Because of this, disadvantaged pupils are well supported and make good progress.
- Pupils with SEND make similar progress to other pupils, nationally, of the same ability. Leaders produce detailed plans that focus precisely on the pupils' needs and make sure that they receive good support from the teaching assistants. One parent of a child with

SEND commented, 'My concerns for my youngest child were acted upon promptly and he is now receiving the support he needs.'

Early years provision

Good

- Children make a good start to their education in early years. They settle quickly in school and are safe and happy. This is a result of the secure procedures in the provision. There are good links with parents and other providers to determine the needs of children as they enter Nursery or join Reception.
- Children are cared for well, and relationships between adults and children are nurturing and warm. Children have positive attitudes to learning and behave well. They enjoy working and playing together and are keen to please their teachers and other adults.
- Children enter the Nursery with skills that are below those typical for their age.
- Children, including disadvantaged children, make good progress in Nursery and enter Reception with skills that are close to those typically found for their age. A significant minority of children join the provision at the start of Reception.
- Overall, children start Reception with skills that are below average and make good progress. Over time, attainment at the end of Reception has been improving. The proportion of children attaining a good level of development is just above average. Above-average proportions attain early reading, mathematics and writing skills at the expected standards. The proportion exceeding the expected standards is broadly average.
- Effective leadership has led to good teaching. Teachers and teaching assistants know children well. They assess children's skills accurately. Teachers plan interesting tasks that capture children's imagination. For example, children in Reception were very interested in learning about France, with some using their prior learning to say 'bonjour' to their teacher without any prompting. Children are very keen to engage in their learning and learn well.
- There are a wide range of exciting and interesting activities experienced by children. The curriculum includes a wide range of visits, for example, to a local farm and railway. The school invites story tellers to the provision and this contributes well to developing children's language skills. Children learn about other cultures and made diva lamps from clay when celebrating Diwali. Since the previous inspection, leaders have developed an effective outdoor provision with a good selection of equipment. The provision is particularly strong in supporting children's good physical development.
- Questioning is generally effective and engages children well. Occasionally, however, adults do not make the most of opportunities to extend and enrich children's learning. This is particularly evident for the most able children, especially in mathematics.
- Activities are well matched to children's interests. Children enjoy learning and cooperate well, sharing ideas. The teaching of early reading is good. Children know how to blend sounds together to make words and use this very well when they are writing. The curriculum is well planned to capture children's imagination.
- Parents are very positive about the early years and the experiences their children are receiving. Parents appreciate the stay and play sessions with their children. They

receive detailed reports about how their children are progressing. Teachers' assessment of children's skills is accurate. However, these are not precise about what children need to do next to improve. At times, this can lead to a lack of challenge for some children.

- All the appropriate safeguarding and welfare requirements are met in the early years.
- Children are well prepared for learning in Year 1.

School details

Unique reference number	107749
Local authority	Kirklees
Inspection number	10087513

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Frances Marsden
Headteacher	Dominic Williams
Telephone number	01484 531669
Website	www.stjosephscps.co.uk
Email address	office@stjosephscps.co.uk
Date of previous inspection	22–23 March 2017

Information about this school

- The school is larger than the average-sized Roman Catholic primary school.
- The school's most recent section 48 inspection for schools with a religious character took place in November 2016.
- The proportion of disadvantaged pupils, those known to be eligible for support through pupil premium funding, is below average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils identified with SEND, and those who have an education, health and care plan, is below the national average.
- The local authority and a national leader of education have supported the school.

Information about this inspection

- Inspectors visited lessons in all year groups. Several visits to lessons were carried out jointly with the headteacher.
- Discussions took place with senior leaders, subject leaders, staff, governors, pupils, parents and a representative from the local authority.
- Inspectors, together with senior leaders, scrutinised pupils' work. Inspectors also looked at books during lesson visits.
- An inspector listened to pupils from Years 2, 4 and 6 read.
- Inspectors looked at a range of documentation, including leaders' self-evaluation of the school's performance; the school improvement plan; minutes of governing body meetings; information about pupils' outcomes, behaviour and attendance; and key school policies.
- Inspectors scrutinised a range of documentation in relation to child protection, safeguarding, risk assessments, health and safety and the recruitment of staff.
- Pupils' behaviour was observed by inspectors in lessons and during break and lunchtimes.
- Inspectors took into account the 58 responses to the online survey, Parent View, including the 60 free-text comments. An inspector also spoke to parents at the beginning and end of the school day to gather their views of the school.
- Inspectors took account of the eight responses to the Ofsted online staff questionnaire and 71 responses to the Ofsted online pupil questionnaire.

Inspection team

Andy Taylor, lead inspector	Ofsted Inspector
Juliet Wright	Ofsted Inspector
Jim McGrath	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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