

# St Joseph and St Theresa Catholic Primary

## Inspection report

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<b>Unique Reference Number</b>	124351
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328115
<b>Inspection date</b>	26 March 2009
<b>Reporting inspector</b>	Lois Furness

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

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

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<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 (total)	215
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Mileham
<b>Headteacher</b>	Patricia Davies
<b>Date of previous school inspection</b>	1 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	High Street Chasetown Burntwood WS7 3XL
<b>Telephone number</b>	01543 510485

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<b>Age group</b>	4–11
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**Fax number**

01543 510485

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## Introduction

- The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following:
  - how the school is raising standards in writing
  - the effectiveness of provision in the Early Years Foundation Stage
  - how well pupils' progress is tracked throughout the school.

The inspectors gathered evidence from performance data, observations of teaching, the work produced by pupils in lessons and on display throughout the school, and observations of the pupils at play and at lunch. Parents' questionnaires and discussions with pupils, representatives of the governing body, and some members of staff also contributed to the judgements. The inspectors did not investigate other aspects of the school's work in detail. Where the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, these have been included where appropriate in this report.

## Description of the school

In this average-sized school the vast majority of pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well below average. The school's Early Years Foundation Stage provision is made up of one Reception class. Other provision sharing the same site includes a nursery and before- and after-school clubs, but these are not managed by the governing body and are subject to separate inspection reports.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Joseph and St Theresa Catholic Primary School is an outstanding school. Pupils and parents agree, and the majority of parents who returned the questionnaires are very supportive of the school. Their descriptions, such as an 'excellent school with dedicated staff' and 'a unique and caring setting' confirm parents' appreciation of the quality of care offered to their children. Care, guidance and support are outstanding. The school complies fully with all statutory requirements for safeguarding pupils. Health and safety checks, together with rigorous risk assessments, mean that pupils are kept safe and secure. Pupils say they feel well looked after, there is no bullying and staff will always listen to them. As one pupil said, 'Our teachers are lovely. They are kind and will always help you.'

Children have a good start to school life in the Early Years Foundation Stage. They make good progress in all areas of learning but especially in their personal, social and emotional development. This underpins the very positive attitudes and exemplary behaviour of pupils seen throughout the rest of the school. Great enjoyment of school is confirmed by pupils' above average attendance. Pupils' personal development and well-being are outstanding. Pupils are fully aware of what it means to live a healthy lifestyle, reflecting the work carried out by the school to gain the Healthy School Award. They know the healthy foods to eat and the importance of taking regular exercise. As a result of the strong partnership with the specialist sports college, pupils have excellent opportunities to take part in a wide variety of extra-curricular sporting activities, including inter-school competitions. They know all about how to keep safe and speak knowledgeably about the dangers of drugs, smoking and alcohol. Overall pupils are thoughtful, caring and very mature young people who are prepared very well both socially and academically for the next stage of their education and later life.

Standards by Year 6 have been consistently well above average in English, mathematics and science over the last five years. This shows outstanding achievement from when children first start at school. Although above average, standards in writing in the past have not been as high as those in reading, so the school has implemented a range of effective strategies to narrow the attainment gap between these two subjects. These are proving very successful, especially the emphasis on speaking and listening. Pupils speak enthusiastically about the 'talk homework' which they say effectively helps them to have a wealth of information, ideas and vocabulary to produce interesting and exciting pieces of writing. Current evidence shows that standards in this subject are rising throughout the school. Key contributory factors to the high standards attained are the outstanding quality of teaching and the vibrant and stimulating curriculum that motivates and engages pupils. There is a buzz of excitement and a sense of purpose in classrooms because lessons are really interesting. Teachers very successfully plan activities that meet the needs of all pupils. The learning aims of each lesson are shared clearly with pupils and teachers' questioning skills are good. Pupils with learning difficulties and/or disabilities are supported extremely well by highly skilled teaching assistants, ensuring that they also make excellent progress. The school's leaders are able to identify any pupils who are at risk of underachieving and to implement any necessary action quickly because of very rigorous tracking procedures. Parents and pupils are kept closely informed about termly progress through the use of detailed profile books. Although the curriculum appropriately focuses on literacy and numeracy, extensive curricular enrichment, including theme weeks, visits, visitors and the opportunity to learn a modern foreign language, very effectively supports both pupils' progress and their high attainment.

The school's success and its improvement since the last inspection are down to the commitment of the headteacher, governors and staff team. There is a continual drive to strive for higher standards and a better quality of provision. Leadership and management are outstanding. Self-evaluation is of high quality and the school's leaders know what it is necessary to do to become even better. For example, the headteacher is aware the school has been very successful in enabling pupils to work closely with the local community and the wider international community. Pupils speak proudly of their work as school councillors and of the writing of a travel plan to try to reduce traffic congestion in the local area. They willingly raise money for different charities and send books and sporting equipment to a school in Africa. However, the school's leaders know that pupils do not yet have sufficient opportunities to work with others of different faiths, ethnicities and cultures within the United Kingdom. Governors are hard working and very supportive. Their monitoring role is developing as they are becoming increasingly aware of strengths and areas requiring development. The improvements since the previous inspection and the rigour and accuracy of self-evaluation mean that the school is extremely well poised to take on new challenges in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children start school with standards in line with those expected for their age. As a result of good provision, children make good progress. They are happy and behaviour is good. Routines are well established so children are very clear about what is expected of them. High quality care and attention to their welfare also contribute to them feeling very settled and secure in the classroom. By the time they enter Year 1, standards are above average, reflecting good achievement. Teaching is good, and the focus on the teaching of letters and sounds is effectively raising standards in reading in this key stage. There is a good balance between teacher-led activities and those which children choose for themselves. Outdoor provision has improved greatly since the time of the previous inspection. Leadership and management of the Early Years Foundation Stage are good, and improving opportunities for children to develop their creative skills has been rightly identified as an area to develop further. The leader has successfully ensured that new statutory requirements have been implemented successfully. Parents are appreciative of the induction procedures and comment that transition from the nursery is seamless.

### **What the school should do to improve further**

- Develop pupils' understanding of different communities in terms of faith, culture and ethnicity within the United Kingdom.
- Implement plans to develop children's creative skills in the Reception class.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

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

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Dear Pupils

Inspection of St Joseph and St Theresa Catholic Primary School, Chasetown, WS7 3XL

Thank you for making us so welcome when we visited your school. You were very helpful, polite and friendly and we would like you to tell your parents and carers how impressed we were with your exemplary behaviour. Some of you told us about how much you enjoyed school and there was nothing you would like to change. We agree with you that your school is very special and we think it is outstanding.

There are many, many good things happening and these are some of the things we think are most important.

- Those of you in the Reception class are looked after very well and get a good start to school life.
- Standards in English, mathematics and science by the end of Year 6 are much higher than those found in most other schools. Congratulations – well done!
- You told us how much you enjoy your work and appreciate your teachers. They are exceptionally good at helping you to learn really well in lessons.
- Those of you who sometimes find learning difficult are supported very well so you make outstanding progress.
- You know how to keep healthy and the Healthy School Award confirms how much you know about leading a healthy lifestyle and having regular exercise.
- All of the adults in your school make sure that you are very well looked after and so you feel very safe in school.
- Your headteacher and all of the other people who help run your school do an excellent job.

Even an outstanding school like yours can always improve. So although we think you do lots in the school, local and world communities, we have suggested that you should have more opportunities to work with communities in the United Kingdom that have pupils from other faiths, cultures and ethnic backgrounds. We also agree with the school that the children in Reception could make even better progress if they had more opportunities to use their own ideas when working on their activities.

Finally, thank you once again for all your help. Keep up the outstanding work. We wish you all the very best for the future.

Yours faithfully

Lois Furness

Lead inspector