

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Saint Joseph's Roman Catholic Primary School  
Fairoak Avenue  
Maindee  
Newport  
NP19 8FW**

**School Number: 680-3301**

**Date of Inspection: 6-9 June 2005**

**by**

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**Date: 22 July 2005**

**Under Estyn contract number: T/262/04P**

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**St Joseph's RC Primary School** was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **St Joseph's RC Primary School** took place between 6-9 June, 2005. An independent team of three inspectors, led by **Mrs Gillian Harrison**, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

### **Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Saint Joseph's is a voluntary aided Roman Catholic primary school, in the Archdiocese of Cardiff. It is situated in a densely populated area to the east of the city of Newport. Its 204 pupils, aged four to 11 years of age, come from a wide range of social backgrounds and represent the full range of ability.
2. Approximately 5% of pupils are eligible for free school meals. This is considerably lower than the local education authority's (LEA) average of 23.8 % and lower than the all-Wales average of 18.5%. Around 16% of pupils have special educational needs (SEN), including two with statements of SEN.
3. Almost all pupils' home language is English with approximately 2% coming from homes where other languages are spoken. No pupils are identified as Welsh speaking and three pupils receive support in English as an additional language. No pupils are looked after by the local authority.
4. The school was last inspected in April 1999.
5. **The school's mission statement is:** "To ensure that children are provided with an education of the highest spiritual, moral and academic standard".

### The school's priorities and targets

6. Through its internal review systems the school has identified the following areas as targets for the next two-three years:
  - develop learning and thinking skills by following structured programmes;
  - develop the personal and social curriculum and participate in the 'Equality, Diversity and Achievement Award';
  - develop staff at all levels;
  - review the content and assessment opportunities in schemes of work;
  - prepare for future initiatives such as the Foundation Phase and the new assessment arrangements; and
  - improve the learning environment by addressing minor repairs and decoration of the building.

## Summary

7. Saint Joseph's Primary is a very good school with many outstanding features. It has continued to improve standards since the last inspection. The inspection team agrees with all of the judgements made by the school in the self-evaluation document.

### Table of grades awarded

8. The inspection team judged the school's work as follows:

Key question	Inspection grade
How well do learners achieve?	Grade 1
How effective are teaching, training and assessment?	Grade 1
How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
How well are learners cared for, guided and supported?	Grade 1
How effective are leadership and strategic management?	Grade 1
How well do leaders and managers evaluate and improve quality and standards?	Grade 1
How efficient are leaders and managers in using resources?	Grade 1

### Standards

9. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
82%	13%	5%	0%	0%

10. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government targets which are for 95% per cent of pupils to attain grade 3 and above, and of those, 50% to attain grade 2.

### Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Welsh	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is generally good.

10. Children under five make very good progress in using key skills in activities within the areas of learning. They make exceptional progress in the development of their listening skills. They develop their numeracy skills and knowledge of mathematics through a range of practical activities as well as through scientific and technological investigations. They use computer equipment confidently and competently in order to enhance their learning.

11. In both key stages, pupils' skills in speaking, reading and writing are very good; their listening skills are outstanding. Pupils make very good use of numeracy and information and communications technology (ICT) skills in a range of subjects.

12. Pupils with SEN make very good progress and achieve targets set for them.
13. Bilingualism is well established across the school and standards are very good. Adults and pupils practise their Welsh language skills at every possible opportunity. This is an outstanding feature, particularly given the linguistic background of the local community.
14. Creative and problem solving skills are very good throughout the school.
15. At the end of Key Stage (KS) 1, in 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science, as assessed by teachers, was well above the national average figures. When compared with similar schools, attainment in English was in the top 25% and in the top 50% in mathematics and science.
16. In KS2, the NC test results were well above local and national averages in the three core subjects. In English and science, 100% of pupils achieved level 4 or above, while in mathematics 88% achieved the expected level.
17. As they progress through the school, pupils become increasingly aware of their preferred learning styles and have a mature understanding of what they need to do to improve their work.
18. Attendance for the three full terms prior to the inspection was good at 95%. The headteacher and administrative staff monitor attendance on a termly basis.
19. No instances of bullying were observed during the inspection and the school has not had the need to exclude any pupils in the last 12 months. All teaching and non-teaching staff are fully conversant with the comprehensive documentation and policies relating to positive behaviour and discipline. This is an outstanding feature of the school.
20. Pupils participate fully in the life and work of their community and this is a strength of the school. They gain a sense of belonging and good citizenship by organising fund raising events for local hospices and charities.

### **The quality of education and training**

21. In the lessons observed the quality of teaching was graded as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
74%	17%	9%	0%	0%

22. The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five varies from satisfactory to good. In KS1 and KS2 the quality of teaching is often outstanding. Pupils are stimulated and challenged by their teachers whose subject knowledge is frequently very good in all aspects of the curriculum.
23. Lessons are generally delivered at a brisk pace and all pupils, including those with SEN and the more able, are challenged with activities appropriate to their ability.
24. Where there are minor shortcomings, lessons sometimes lack pace due to overlong introductions and instructions to pupils, on their tasks.

25. The quality of assessment within the school is very good. Assessment is used consistently to inform planning and set targets. Annual, written reports to parents are of good quality and meet statutory requirements.
26. The school provides a broad and balanced curriculum for the whole range of pupils and it is very well planned. It meets statutory requirements in respect of the NC and collective worship.
27. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. Parental links and partnerships with the school are very good. There are policies in place to promote equal access and opportunity for all pupils.
28. The school is a very happy, caring community where pupils are valued and very well supported. Provision for pupils with SEN is very good and fully meets the statutory requirements of the Code of Practice.

### **Leadership and management**

29. The school is very well led. The headteacher provides a vision and sense of purpose which permeates all aspects of school life and work. This sense of purpose is understood and shared by all, ensuring a commitment to continuous improvement. This is an outstanding feature.
30. The headteacher is well supported by the deputy headteacher and senior management team, who help to translate the vision into practical and tangible strategies.
31. Self-evaluation and target setting are very well developed. Every aspect of school organisation and the curriculum is monitored regularly. There are robust systems in place for evaluation and continuous improvement which ensure the maintenance of very high standards.
32. Outcomes from self-evaluation are fed directly into the School Development Plan (SDP). This is a clear and comprehensive document, which sets realistic and measurable targets for improvement. Priorities are carefully costed and supported by adequate allocation of resources. This document is monitored regularly by the senior management team and the governing body.
33. The governing body is well informed and pro-active. Governors visit the school regularly and are linked to subjects and teachers. They visit classes and are aware of how subjects are taught. They successfully meet all regulatory and statutory requirements.
34. The school has made very good progress since the last inspection. All key issues have been fully addressed.
35. There are enough well qualified teachers and support staff within the school. The number and quality of support staff is an outstanding feature.
36. The school is very well resourced for all ages and subjects. Resources are in very good condition and are readily accessible to all learners.

## Recommendations

In order to further improve, the school needs to:

- R1. maintain the very high standards achieved in subjects and all aspects of school life;
- R2. further develop the very good initiatives in “Building Learning Power” and “Thinking Skills”, so that all classes are involved;
- R3. further develop the outdoor environment, as already planned, to support and facilitate the implementation of the Foundation Phase.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

**Key question 1: How well do learners achieve?**

**Grade 1: Good with outstanding features**

- 37. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 38. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
82%	13%	5%	0%	0%

- 39. Pupils' standards of achievement are well above the Welsh Assembly Government's targets, which are for 95% of pupils to achieve grade 3 or more and of those, 50% to achieve grade 2 or more. All pupils, including those with SEN, make very good progress towards targets for improvement set by the school in relation to national criteria.
- 40. Standards of achievement in the six subjects inspected are judged as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Welsh	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 41. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is generally good.
- 42. Children under-five make very good progress in using key skills in activities within the areas of learning. Activities in all areas of learning are effective in promoting language skills and they make good progress in developing

speaking, reading and writing skills. They make exceptional progress in the development of their listening skills. They develop their numeracy skills and knowledge of mathematics through a range of practical activities as well as through scientific and technological investigations. They use computer equipment confidently and competently in order to enhance their learning.

43. In both key stages, pupils use their speaking skills very well in a range of situations. Pupils are confident and speak clearly and audibly when responding to questions, describing events and talking to a partner. Their listening skills are outstanding; they listen attentively, with interest and respond very well to instructions, questions and the views of other pupils.
44. Pupils read a wide variety of books with enthusiasm and pleasure. In both key stages they make very good use of reference books and the Internet to find information about a range of topics. By the end of both key stages, the majority of pupils read accurately, with good expression and an understanding of a variety of genres.
45. Pupils make very good progress in their writing skills and develop a sense of purpose and audience. Presentation, spelling and handwriting are of a very good standard and by the end of KS2 pupils produce pieces of very high quality extended writing.
46. Standards in numeracy, across the curriculum, are very good. Pupils make very good use of their numerical skills and measure and calculate accurately in a range of activities. Their data handling skills are used very well to record the results of investigations. The majority of pupils handle numbers very confidently in mental, oral and written tasks.
47. Pupils are very confident in their use of ICT to support their learning in both key stages. They make very good use of a range of programs to record, illustrate and present their writing and produce graphs, tables and data bases in a range of subjects. They use the Internet confidently to research a variety of topics.
48. Pupils with SEN make very good progress and achieve targets set for them. The school is very successful in dealing with pupils who have encountered problems in other situations.
49. Bilingualism is well established across the school. Adults and pupils practise their Welsh language skills at every possible opportunity. This is an outstanding feature, particularly given the linguistic background of the local community.
50. Creative skills are very good throughout the school. Pupils write imaginatively, discussing ideas in groups and taking part in drama activities. They make good use of problem solving skills in a range of tasks when asking questions, making predictions and coming to decisions.
51. Personal and social skills are very good. Pupils co-operate very well together and support one another in their play and in their learning.
52. At the end of KS1, in 2004, pupils' attainment in the NC core subjects of English, mathematics and science, as assessed by teachers, was well above the national average figures. When compared with similar schools, attainment in English was in the top 25% and in the top 50% in mathematics and science.

53. In KS2, the NC test results were well above local and national averages in the three core subjects. In English and science, 100% of pupils achieved level 4 or above, while in mathematics 88% achieved the expected level.
54. When compared with similar schools locally and nationally, where up to eight per cent of pupils are entitled to free school meals, the results in KS2 are in the top 25% for English and science and in the top 50% for mathematics.
55. Within the local group of similar schools, the school achieved the highest percentage in levels 4 and 5.
56. As they progress through the school, pupils become increasingly aware of their preferred learning styles and have a mature understanding of what they need to do to improve their work. Through the individual target setting process and the development of "Building Learning Power", pupils take responsibility for their own progress. They have very positive attitudes to their work and are highly motivated to succeed. The most able and talented pupils are identified and encouraged to work as a group to extend their own knowledge and skills.
57. St Joseph's Primary is an orderly community where pupils' behaviour in and around the school is very good. Pupils are considerate, courteous and behave in a friendly manner towards each other, staff, non-teaching staff and visitors. They know what standards are expected of them and act responsibly, demonstrating a sense of pride in themselves and their environment. The very good standard of behaviour has a positive impact on the progress made in lessons and the overall work of the school. This is an outstanding feature.
58. No instances of bullying were observed during the inspection and the school has not had the need to exclude any pupils in the last 12 months. All teaching and non-teaching staff are fully conversant with the comprehensive documentation and policies relating to positive behaviour and discipline. This is an outstanding feature of the school.
59. Attendance for the three full terms prior to the inspection was good at 95%. The headteacher and administrative staff monitor attendance on a termly basis. The school actively promotes awareness for parents and carers of their responsibilities in relation to attendance and punctuality. They are discouraged from taking term time holidays. However, there are instances of parents withdrawing their children from school during term time. Pupils' punctuality is very good. For the small minority of pupils who give cause for concern, the school acts swiftly and implements the effective policies and strategies, in place, for improvement.
60. Pupils participate fully in the life and work of their community and this is a strength of the school. They gain a sense of belonging and good citizenship by organising fund raising events for local hospices and charities. Visits to places of historical and cultural interest help to broaden pupils' understanding of their community. Pupils' knowledge of the world of work is broadened and enhanced by visits to local businesses and the numerous visitors such as policemen, firemen, nurses and artists who come to the school to share their experiences and expertise.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

61. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

62. During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
74%	17%	9%	0%	0%

63. The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five varies from satisfactory to good. In KS1 and KS2 the quality of teaching is often outstanding. Pupils are stimulated and challenged by their teachers, whose subject knowledge is frequently very good in all aspects of the curriculum.

64. Teachers and support staff work very effectively together, keeping up to date with new initiatives and sharing ideas. Lessons have clear learning objectives which are linked to appropriate success criteria and are delivered by teachers who use a very good range of teaching methods and learning resources. Staff have very high expectations for their pupils' achievement and all lessons are very well differentiated to ensure the inclusion of all.

65. Lessons are generally delivered at a brisk pace and all pupils, including those with SEN and the more able, are challenged with activities appropriate to their ability.

66. Where there are minor shortcomings, lessons sometimes lack pace due to overlong introductions and instructions to pupils, on their tasks.

67. Teachers actively promote equality of opportunity for all their pupils. Gender, race and disability issues are addressed and the school is highly successful in integrating pupils from ethnic minorities and other cultures. In this area, the school's policies, procedures and action plans are an outstanding feature. Pupils with SEN are very well supported and their work is closely monitored to ensure that they make good progress towards targets in their Individual Education Plans.

68. Throughout the school, teachers establish very good working relationships with pupils and have high expectations of their behaviour and learning. Introductions to lessons often consolidate previous learning and encourage pupils to participate in discussion. Good use of questioning encourages pupils to explain their thinking and extend their understanding.

69. Teachers in both key stages meet the language needs of the pupils and the use of incidental Welsh across the school is very good.

70. Procedures and practices for assessing pupils' work are very good. Teachers and support staff, make regular assessments and use the information to inform planning and future progress. Pupils are also encouraged to plan their own progress and targets for improvement are agreed between pupils, parents and teachers. The use of W.A.L.T. (We Are Learning To) and W.I.L.F. (What I'm

Looking For) strategies are outstanding features in the sharing of learning objectives and assessment opportunities with pupils. The strategy of “turn to your partner and discuss” is also extensively used across the school and is another outstanding feature in enabling pupils to rehearse answers, formulate opinions and boost their confidence in learning.

71. Baseline assessment is undertaken during the first half-term in the reception class. The results are carefully recorded and used as part of the school's comprehensive tracking system, to predict future performance and ensure that resources are appropriately targeted.
72. Teachers ensure that pupils understand the purpose and nature of assessment by employing a number of very successful strategies, such as peer marking and the compilation of learning diaries, which are discussed regularly with individuals. The targets and their success are also discussed by pupils, during circle time.
73. Assessments in the foundation subjects are well supported by portfolios of pupils' levelled work. The school has worked with its local cluster of Catholic schools to ensure that standards are consistent both within the school and between other schools in the area.
74. The promotion of the “Building Learning Power” (BLP) strategy is outstanding and enables teachers to focus on how they can help their pupils become better learners and ultimately lifelong learners.
75. Regular meetings are held with parents and carers. The quality of annual reports on pupils' progress is good and they meet statutory requirements. They provide clear positive judgements and celebrate pupils' achievements. Reports contain helpful guidance for parents and carers and give learners good indications of how they can improve their work.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1: Good with outstanding features</b>
------------------------------------------------

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. The school provides a broad and balanced curriculum for the whole range of pupils. It is very well planned and meets statutory requirements. There is detailed planning and very good provision to ensure that all pupils acquire the necessary basic and key skills, including bilingual competency. All schemes of work are of a high standard and are effective in supporting the planning at year group level.
78. The overall quality of the educational provision for the under-fives is appropriate to their needs and children in the reception class make good progress towards the Desirable Learning Outcomes for Children's Learning.
79. A notable feature of the school is where pupils' experiences are enhanced and enriched through a wide range of extra-curricular activities. These include valuable after school clubs such as football, netball, gymnastics, information technology, German, Welsh, music and folk dancing. The curriculum provision is further enhanced by visiting theatre companies and artists. Such activities

effectively contribute towards raising the standards of pupil achievement in personal and social development. The school compensates for its small playground by using sporting facilities in the area. Very good cross-curricular links are made between subjects. In this way new skills and knowledge are successfully consolidated and time is managed effectively. This is an outstanding feature.

80. Pupils have opportunities to learn a number of musical instruments. A significant number benefit from lessons provided by peripatetic teachers while others learn to play the guitar in lessons provided by permanent teachers. Some pupils also attend music centres run by Newport authority, enabling them to take external examinations and take part in concerts with pupils from other schools.
81. Collective worship meets statutory requirements and is successful in promoting the spiritual, moral and cultural development of pupils. These occasions have a sense of reverence and respect which set the tone and standard for the school as a whole.
82. Provision for personal and social development is very good. All pupils are confident in expressing opinions, in the knowledge that their views will be listened to and respected. The use of circle time and the school council ensure that pupils have opportunities to discuss and influence all aspects of school life.
83. Links with parents are very good. Parents are treated as equal partners in the provision of learning experiences for pupils. The school, staff and pupils benefit from the support that parents provide. The responses from the pre-inspection parental questionnaire and meeting confirm that parents feel welcome and very much part of the life and work of the school and are fully committed. They support a wide range of school events, services, concerts and performances as well as listening to pupils read and working with groups and preparing classroom resources. There is an active "Parents and Friends Association", which organises numerous activities throughout the year to supplement school resources.
84. A comprehensive range of information is regularly provided for parents and carers on a wide range of school activities, including the school prospectus, newsletters, induction, Basic Skills Agency information, behaviour policy and the Annual Governors' Report to Parents. The school meets the statutory requirements in relation to the information provided for parents and carers.
85. There are strong and effective links with the community. Parents, family and friends attend when pupils take part in special assemblies. The school hall is effectively used by the Brownies and Girl Guides and for parenting skills and family numeracy classes. Local organisations and businesses support the school by donating funds or various items. A good example of this is where a local business has donated 13 laptop computers for use by pupils. Community links are enhanced and broadened by the numerous members of the community who come to the school to share their experiences and expertise with the pupils.
86. There is a clear written policy for primary and secondary liaison, which supports the transition and pastoral arrangements for Y6 pupils. The arrangements for pupils as they transfer to St Joseph's High school are effective and well

- established. There are close curriculum links in place with subject bridging units developed along with organised mathematics and science excellence days.
87. There is a very good working partnership arrangement with the University of Wales College Newport, Rathbones and ITEC with regard to teacher training and childcare courses. The school has placed a high number of students in the last two years and the school has two designated members of staff as mentors. These partnership arrangements are used well to the benefit of students and pupils.
  88. The culture and heritage of Wales are given a high profile. Pupils develop a strong sense of being Welsh through learning and using the language and studying the history and geography of the area. *Y Cwricwlwm Cymreig* is well planned and implemented.
  89. The school currently employs an Austrian teacher who has successfully developed an interest in the customs and language of her country across the school. One class is successfully undertaking a very interesting and detailed, cross-curricular study of Vienna.
  90. The school has a strong commitment to the inclusion of all pupils and is extremely successful in providing a curriculum that is accessible to all its pupils and also flexible enough to meet their needs. The quality of support for individual and small groups of pupils is an outstanding feature. The school has achieved the "Equality, Diversity and Achievement Award", level 1.
  91. The school undertakes a number of recycling projects in conjunction with Newport Wastesavers, which successfully promote sustainable development. Aspects are well covered in geography and pupils develop a responsible attitude towards looking after their environment. A school council has been established through a democratic process. Pupils manage their roles with maturity and have been instrumental in introducing a number of initiatives, such as the fruit tuck shop. They take their roles seriously and are developing into responsible citizens of the future.
  92. Pupils benefit from a good range of work-related activities and visits which are linked, wherever possible, to curriculum topics. People from the world of work come to the school to talk about their roles with the pupils. The very good working relationship with Education Business Partnership has enabled teachers to have placements with organisations such as the National Museum of Wales, the Wales Millennium Centre, Cardiff and involvement in working parties. There are opportunities for learners to develop their entrepreneurial skills through the operation of selling fruit and designing and marketing shopping bags.
  93. The quality of experiences provided for pupils ensures that they acquire a range of skills that enable them to develop positive and life long attitudes. Pupils are able to plan and manage their own learning, demonstrating a growing independence as they progress through the school.

#### **Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: Good with outstanding features</b>
------------------------------------------------

94. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

95. St Joseph's School is a happy, caring community where pupils are valued and supported into becoming self-confident young citizens. The quality of care, support and guidance that pupils receive is outstanding. It operates an effective open-door policy and responds positively to suggestions and complaints. In the very rare case of a complaint, the school takes heed and acts according to set, written procedures.
96. The school has very clear and comprehensive policies for discipline and anti-bullying and these procedures are in place should the need arise. There are a number of initiatives to promote positive behaviour such as the 'Playground Squad', buddy stop, peer mediators, worry box and the school council.
97. The school effectively monitors pupils' punctuality and attendance and takes early and appropriate action where necessary. Registers are well maintained and are monitored regularly by the headteacher. They fully meet statutory requirements.
98. Relationships with parents and carers are good. Regular communication with them is effective and the school responds positively to suggestions. A range of strategies are in place, to include parents in the life of the school including an informative parents' handbook, termly diary of events, regular newsletters, including information on class termly themes and a well constructed web site. The majority of parents have signed the home school agreement. The Annual Governors' Report to Parents and the Parents' Handbook meet statutory requirements.
99. An outstanding feature of the school is the management of a safe and secure environment for pupils. Policies such as first aid, evacuation procedures, fire prevention and child protection are all well established and effective. The headteacher is the trained Child Protection Officer and all teaching and support staff are briefed on protocols and procedures as outlined in the school's Child Protection Policy. Several healthy eating initiatives have been introduced. The school records and analyses all accidents and incidents that occur in school. Risk assessment records are maintained thoroughly. The attention given to health and safety matters is an outstanding feature of the school, recently acknowledged by an LEA audit (2004), when the school achieved the highest grade awarded for its policies and practices.
100. The school has formulated a wide range of policies, which ensure that pupils' welfare is promoted at every opportunity and every pupil is valued as an individual. Pupils know this and are confident and happy individuals as a result. There is a very close partnership between parents, carers, staff and school governors and the views of others are regularly sought on issues and initiatives within school.
101. Induction programmes are promoted to assist pupils in settling quickly into school and each new class. There are very good links with other schools and the local nursery school, enabling children to settle quickly into the reception class. An outstanding feature is the production of information booklets for each class, providing information for pupils and parents on a range of issues relevant to each year group.
102. Pupils undertake "Peer Mediation" training and the effects of this initiative, on standards, are monitored by the staff. The "Buddy" system, "Circle Time" and

“Setting Targets Together” initiatives, together with the school’s personal and social education programme, provide outstanding examples of the school’s approach to the support and guidance provided for pupils, across all key stages.

103. The school’s provision for pupils with additional learning needs is very good and complies with requirements of the Code of Practice and Welsh Assembly Government’s framework for inclusive education. Two SEN co-ordinators, one for each key stage, work closely with teaching and support staff in effectively addressing the individual learning needs of the pupils. The level of learning support assistants in the school is outstanding and their work has a considerable effect on the promotion of high standards for all pupils, including those with SEN.
104. Pupils have a very good understanding of the need for racial equality. The school is very successful in integrating asylum seekers and pupils from other ethnic backgrounds into the life and work of the school.

## **Leadership and management**

### **Key question 5: How effective are leadership and strategic management?**

#### **Grade 1: Good with outstanding features**

105. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
106. The school is very well led. The headteacher provides a vision and sense of purpose which permeates all aspects of school life and work. This sense of purpose is understood and shared by all, ensuring a commitment to continuous improvement. This is an outstanding feature.
107. The headteacher is well supported by the deputy headteacher and senior management team, who help to translate the vision into practical and tangible strategies.
108. Good account is taken of national priorities. Plans are in place to develop the outdoor environment to facilitate the Foundation Phase in 2006, while the initiatives in “Thinking Skills” and “Building Learning Power” place the school in a strong position to implement the revised NC in 2008.
109. The school has embraced the bilingual agenda in line with Welsh Assembly Government targets to ensure a bilingual Wales by 2010. The Basic Skills Quality Mark has been awarded to the school three times.
110. Self-evaluation and target setting are very well developed. Every aspect of school organisation and the curriculum is monitored regularly. There are robust systems in place for evaluation and continuous improvement.
111. The school makes very good use of assessment data to evaluate standards and plan for improvement. A detailed tracking system, incorporating predicted levels for each pupil, forms the basis of a system which sets challenging targets to improve standards of achievement.
112. The effective staff appraisal system promotes teachers’ continuous professional development. The procedures for staff development, linked to

targets from performance management and the range of training courses undertaken are an outstanding feature.

113. The governing body is well informed and pro-active. Governors visit the school regularly and are linked to subjects and teachers. They visit classes and are aware of how subjects are taught.
114. Governing body meetings are held regularly and fulfil regulatory and legal requirements. There is a well organised committee structure for managing aspects such as finance. Governors help to set the school's strategic direction through their work in setting and costing targets for improvement.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 1: Good with outstanding features**

115. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
116. The culture of self-evaluation is firmly embedded in the school. The views of all interested parties such as pupils, parents and governors are actively sought and analysed as part of the continuous quest for improvement.
117. The self-evaluation report, produced before the inspection, clearly addresses, and provides evidence for, the seven key questions of the Common Inspection Framework and identifies strengths and areas for development. This is an outstanding feature. The inspection team agrees with the school's judgement of grade 1 for each of the seven key questions.
118. Outcomes from self-evaluation are fed directly into the SDP. This is a clear and comprehensive document, which sets realistic and measurable targets for improvement. Priorities are carefully costed and supported by adequate allocation of resources. This document is monitored regularly by the senior management team and the governing body.
119. The roles of senior staff and subject co-ordinators in monitoring the quality of provision and standards are very well defined and established. The monitoring system enables co-ordinators to evaluate the quality of teaching, curriculum planning and standards of pupils' work effectively. They produce comprehensive action plans which in turn feed into the SDP.
120. A detailed analysis of NC assessments is used effectively to identify pupils who require further support and to set targets for improved performance. Pupils are very much involved in evaluating their progress and setting targets for improvement. They are self-motivated and show initiative in learning new skills and knowledge. This is an outstanding feature.
121. The school has made very good progress in meeting the issues identified during the previous inspection.

**Key question 7: How efficient are leaders and managers in using resources?**

**Grade 1: Good with outstanding features**

122. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

123. The school is very well staffed by well-qualified teachers and has outstanding levels of classroom learning support assistants. All teachers have been successful in securing additional funding from the General Teaching Council for Wales (2004-5) to research and further develop initiatives within school.
124. The school operates two job-share schemes which are well managed and work successfully.
125. The school is very well resourced and all equipment is in very good condition. The provision for ICT is very good and the school has access to three interactive whiteboards (Smartboards) and has recently acquired an additional 13 laptop computers for use across the school. Since the last inspection, resources to teach Welsh have been improved and updated to include graded reading books and computer software.
126. The internal accommodation is very good and the level of cleanliness facilitated by the caretaker is outstanding. The school is bright and cheerful and provides an excellent learning environment for its pupils.
127. The outside accommodation is somewhat restricted and both playgrounds slope significantly away from the school making ball games and outdoor activities problematic. Outside accommodation, is however, well maintained and provides an effective recreational and outdoor learning resource. There are plans to make further improvements in order to support and facilitate the Foundation Phase.
128. The management of resources is very good. Systems are in place to ensure that staff requirements are prioritised according to the school development plan. There are clear links between the school's financial planning and its development planning.
129. Subject co-ordinators regularly review their curriculum resources and thorough, detailed records and reports are made by them, in their specialist areas.
130. The governing body is involved in reviewing, consulting and deciding on matters of resource expenditure.
131. The school offers very good value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

#### **Good and outstanding features**

132. In KS1, speaking skills are very good and listening skills are often outstanding. Pupils listen very attentively and follow instructions accurately. During paired work, they concentrate well, listening and responding with maturity. They speak with clarity and confidence and have a very good range of vocabulary.
133. Pupils follow the texts in big books very well and show understanding and comprehension through extended answers. By the end of KS1 most pupils read fluently for pleasure and to find information.

134. Older pupils in KS1 are able to use books to extract and categorise information, for example about dinosaurs. They understand the features of non-fiction books and use the index, context page and glossary to help them.
135. Writing skills are very good. They understand how to structure stories and ably use writing frames to support their writing. They use a range of spelling strategies and their work shows increasing accuracy. Handwriting is very good, demonstrating even and consistent letter formation.
136. In KS2, pupils continue to make very good progress in speaking and listening. They use increasingly sophisticated language and explain questions with clarity. They express opinions with maturity, giving reasons for their answers.
137. Throughout KS2, pupils read for enjoyment and to research topics. They have a very good knowledge of how books and electronic devices can be used to access information. They know which books they enjoy reading best and are aware of the various genres used by authors.
138. Written work continues to improve throughout the key stage and pupils know how to use a dictionary and thesaurus to investigate words in order to improve their writing. They write in a wide variety of styles and can determine which text type is most suitable for a given purpose and audience. For example when recording facts about Vienna, they write non-chronological reports.
139. Standards in creative writing are very good. Pupils write poems in a number of styles such as acrostic and haiku. They are aware of techniques such as alliteration, similes and personification and are able to use these effectively in their own poetry writing. Older pupils write extended stories with sophistication and imagination.
140. Throughout KS2, pupils' presentation is of a very good standard. They demonstrate a very good understanding of punctuation techniques and spelling is generally accurate. Pupils refine their handwriting and develop a consistent, cursive script. Word processing is used effectively to present a selection of work. They have a very good understanding of grammar and produce work of a very good standard. This is an outstanding feature.

### **Shortcomings**

141. There are no significant shortcomings.

<b>Mathematics</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

### **Good and outstanding features**

142. In both key stages, pupils make very good progress in all aspects of mathematics.
143. In KS1, pupils demonstrate very good standards in using and applying mathematics. They select and use a wide range of mathematical equipment and have a very good mathematical vocabulary. By the end of the key stage most understand and use mathematical symbols and present work in graphical form, using block graphs and charts constructed on topics such as “transport” and “my favourite ice-cream”.

144. Key Stage 1 pupils make outstanding progress in their number work. They understand place value to three digits and beyond and recognise simple fractions such as  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ . They understand how to use different methods of calculation in addition and subtraction by finding unknown numbers. They calculate “triple bonds” up to 100 with ease.
145. Pupils in KS1 recognise two and three-dimensional shapes and are familiar with their properties. They describe position and are able to give directions. They achieve very good standards in work in length, capacity and weight, using standard measures appropriately.
146. In KS2, pupils continue to build on the very good standards achieved in KS1. They extend their knowledge and understanding of problem solving and number, shape, space, measures and data handling.
147. At the beginning of the key stage, many pupils achieve very good standards in numeracy and investigations, linked to the topic being studied.
148. By the end of the key stage, many pupils achieve outstanding work. In number and algebra, they understand place value and multiply and divide whole numbers and decimals by 10, 100 and 1,000. They complete long multiplication and long division calculations, recognise fractional equivalence, ratio and proportion and begin to understand the fundamentals of probability. They undertake number investigations and recognise the difference between mean, median and modal values.
149. Work in shape, space and measures is frequently outstanding, with pupils achieving very high standards in many aspects. They calculate the perimeter and areas of different compound shapes; investigate reflectional and rotational symmetry in shapes and construct floor plans and conversion line graphs, for expressing inches as centimetres and metres as kilometres.
150. The most able pupils are aptly challenged by the “NRICH” programme using University of Cambridge materials to study topics involving higher order problem solving skills, through an investigative games approach.

### Shortcomings

151. There are no significant shortcomings.

<b>Welsh second language</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

### Good and outstanding features

152. In KS1, pupils read weather words and phrases from picture flash cards and on the interactive whiteboard. They respond very well to activities and confidently give instructions to a partner. In pairs, they mime actions for their partner to supply the Welsh word or phrase.
153. Listening skills are very good and pupils give suitable answers, in the present tense, to a range of simple questions about themselves. They demonstrate a very good understanding and clearly pronounce words and simple sentences.

154. Throughout the key stage pupils follow text and read words and phrases with accuracy. They correctly match sentences to pictures using flash cards and computer programs.
155. By the end of KS1, pupils are able to write several sentences accurately; for example, when writing a letter to Father Christmas.
156. In KS2, pupils use prepositions correctly to describe where characters are hiding in the woods. Their speaking and listening skills are very good and they respond with enthusiasm to classroom activities.
157. Reading skills show increasing competence and pupils follow a story text on the interactive whiteboard and insert words and phrases correctly into the gaps. By the end of KS2, pupils read with confidence and understanding, both from published reading books and from their own written work.
158. Written work is presented in a variety of formats to a very good standard. They write dialogues for two or more characters using the present and past tense correctly. By the end of the key stage pupils are able to write extended and detailed descriptions of characters such as Harri Morgan.
159. Throughout both key stages pupils use Welsh incidentally at every possible opportunity. They have a very positive attitude and enjoy using the language. This is an outstanding feature.

### **Shortcomings**

160. There are no significant shortcomings.

## **Geography**

**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

### **Good and outstanding features**

161. In both key stages, pupils make outstanding progress in their geographical skills as they follow an enquiry approach to the study of local areas and contrasting localities in Wales and around the world.
162. In KS1, pupils are able to recall events from field trips they have made into their community. They recognise local landmarks and routes and use a variety of secondary sources for information, often expressing ideas on the features they have seen. They are able to tell why some roads in their neighbourhood are busy and are aware of the safety implications of crossing those roads.
163. Pupils are very good at asking and answering geographical questions and develop a very good geographical vocabulary. In their studies of Spain and Norway, they identify major features on a world map. They compare and contrast weather features of the different countries and make informed choices about what to wear in different countries, depending on the climatic conditions.
164. In KS1, pupils visit Newton, in Porthcawl, as part of their studies of a contrasting locality. They undertake a variety of cross-curricular work in religious education, English, art and mathematics, in their church and beach studies, within that locality.

165. In KS2, pupils build upon their knowledge and understanding and continue to develop their enquiry approach to geography.
166. In their local study on Goldcliff, pupils develop a very good knowledge and understanding of location and the features of the area. They identify geographical features such as land usage, buildings, employment opportunities and changes that have taken place as well as learning about the local history of the locality. Pupils make very good progress in geographical enquiry and skills and investigate specific categories of physical and human features, using a variety of sources, including the Internet. They continue to develop a very good subject specific vocabulary as a result of their investigations and research.
167. Pupils make a detailed study of Chembakolli, in India, comparing and contrasting life there with that in Wales. They make a detailed local study of the Newport Town Trail, identifying and recording various shops, places, logos, buildings and features, on street maps.
168. In KS2, in their study of Vienna, pupils develop a very good knowledge and understanding of its key features, history and places of interest. They develop good mapping skills and use the Internet to calculate routes and travelling distances, as well as making currency conversions in sterling and euros.
169. By the end of the key stage, pupils use their geographical skills to undertake individual and group research projects on a variety of themes and places, such as the Himalayas, Rockies, and rain forests.
170. Pupils make very good progress in their studies involving “Education For Sustainable Development and Global Citizenship”. They develop an awareness of the wider world through their studies of other countries. In their research, some pupils study the effects of tsunamis and earthquakes and investigate their effect on other countries and the earth’s resources. In their study called “Looking after our world”, KS2 pupils address “Agenda 21” issues, involving human activity and environmental change.

### **Shortcomings**

171. There are no significant shortcomings.

<b>Art</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### **Good and outstanding features**

172. In both key stages, pupils use sketchbooks effectively to record their observations and practise skills. These books form a good record over a key stage showing development and progression.
173. In KS1, pupils investigate and practise marking techniques, which they use effectively to decorate dinosaur paintings.
174. Pupils develop an understanding of simple printing techniques by using mono-prints to depict their teddy bears.
175. During their study of portraits, pupils in KS1 acquire a basic knowledge of the works of famous artists.

176. Throughout KS1, pupils demonstrate good co-ordination and handle materials competently. They experiment with tools to create marks and script styles in plasticine; producing good results.
177. In KS2, pupils investigate line and tone by producing thumb sketches in ink. They investigate Japanese Kanji characters, demonstrating increasing control when using fine brushes and coloured inks.
178. Good cross curricular links ensure that skills in art are reinforced. For examples, pupils in KS2 use salt dough to produce Celtic artefacts of a good standard.
179. Having studied figures by sculptors such as Rodin and Giacometti, pupils in upper KS2 make moving figures in wire and papier-mâché. They develop good observation skills as well as an understanding of movement in art.
180. Throughout both key stages, pupils evaluate their own work and the work of famous artists. They become increasingly aware of techniques and skills and understand what they need to do to improve their work.

### **Shortcomings**

181. Pupils have insufficient knowledge of Welsh artists.

<b>Physical education</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

### **Good and outstanding features**

182. Pupils in both key stages are familiar with the rules for safety and know the importance of exercise for a healthy lifestyle. They enjoy a wide and varied physical education programme as part of their curriculum in school, at local sports venues and as extra curricular activities.
183. In KS1 gymnastics, pupils demonstrate good skills in travelling, using high and low movements and wide and narrow steps. They use different pathways very well, changing direction and building sequences into their movements.
184. Pupils achieve very good standards in games activities. Skills in throwing and catching, rolling and bouncing are very good and pupils acquire increasing expertise in a variety of skills such as sending, receiving and travelling, using balls of different sizes. When playing cricket, pupils demonstrate good stance and grip when batting.
185. In KS2, pupils achieve very good standards in a variety of athletics skills. They make very good use of a nearby indoor sports centre at the Newport Sports Village. They develop and refine techniques in throwing the discus, javelin and shot and in long jumping and sprinting.
186. In both key stages, pupils understand the importance of warm-up and cool-down sessions and the need for stretch and relax exercises.
187. In both key stages, pupils effectively evaluate their own performance and that of others, with a partner. In addition, in KS2, older pupils maintain targets for improvement in an athletics record book. This is an outstanding feature.

188. A wide range of extra-curricular activities is provided for pupils' which further enhances the development of their skills and enjoyment of physical education generally.

### **Shortcomings**

189. There are no significant shortcomings.

## **School's response to the inspection**

The governors and staff of St Joseph's RC Primary School have considered the outcomes of the inspection and are delighted that the findings acknowledge our school is very good with many outstanding features.

The Inspectors recognised the culture of self-evaluation and the drive towards continuous improvement are strong features of the school. We are pleased the inspection team agreed with the judgements made in our self-evaluation report confirming the success of the school's process.

The inspection team recognised that the quality of teaching and standards of achievement are well above the Welsh Assembly all-Wales Government targets. In addition the skill and dedication of teachers and the care and talent of support staff are outstanding features of the school.

We are delighted that the care and support systems in the school were seen as outstanding features and the school's provision for pupils with additional learning needs is very good. We duly acknowledge that the inspection team found that the nature of relationships and the behaviour and attitudes of pupils was outstanding.

We are pleased that the inspection team acknowledge the strength of leadership in the school; a vital feature if a school is to continue to move forward with everyone involved. The governors appreciate that the report noted the importance of their role and contribution to the school.

The headteacher, staff and governors will address the inspection recommendations to:

- ◆ maintain the very high standards achieved in subjects and all aspects of school life;
- ◆ further develop the good initiatives in "Building Learning Power" and "Thinking Skills", so that all classes are involved;
- ◆ further develop the outdoor environment, as already planned, to support and facilitate the implementation of the Foundation Phase.

These recommendations are already part of the current and incoming SDPs for 2004-5/6. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix A

### Basic information about the school

Name of school	Saint Joseph's Primary
School type	Roman Catholic Voluntary Aided
Age-range of pupils	4-11 years
Address of school	Fairoak Avenue Maindee Newport
Post-code	NP19 8FW
Telephone number	01633 258801

Headteacher	Mrs Brenda Bispham
Date of appointment	1 April 1997
Chair of governors	Mr Anselm Jacobs
Reporting inspector	Mrs Gillian Harrison
Dates of inspection	6-9 June 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	27	30	30	29	29	31	28	204

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	5	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.38:1

Term	Reception	Whole School
Spring 04	96.44	95.64
Summer 04	93.68	94.05
Autumn 04	96.44	94.84

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004 in the school and 2003 nationally			Number of pupils in Y2:		30			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	3	70	27	0.0
		National	0	4	14	63	20	0.0
En: reading	Teacher Assessment	School	0	0	3	43	53	0.0
		National	0	4	14	55	27	0.0
En: writing	Teacher Assessment	School	0	3	0	87	10	0.0
		National	0	5	14	69	11	0.0
En: speaking and listening	Teacher Assessment	School	0	0	17	53	30	0.0
		National	0	5	12	63	22	0.1
Mathematics	Teacher Assessment	School	0	0	3	60	37	0.0
		National	0	2	11	63	24	0.0
Science	Teacher Assessment	School	0	0	3	63	33	0.0
		National	0	2	10	66	22	0.0

### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	97%	In Wales	80%
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of Key Stage 2:

Percentage of pupils at each level in the school 2004 and nationally 2003							Number of pupils in Y6:		25		
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	n	0	0	0	0	36	64
		National	0	2	n	0.4	0.7	6	16	45	31
	Test/Task	School	0	0	n	0	0	0	0	40	60
		National	0.5	1.2	n	0.0	0.0	4	13	42	37
Mathematics	Teacher Assessment	School	0	0	n	0	0	0	8	40	52
		National	0.4	2	n	0.3	0.5	4	19	46	30
	Test/Task	School	0	0	n	0	0	0	12	48	40
		National	0.5	2	n	0.0	0.0	4	18	42	39
Science	Teacher Assessment	School	0	0	n	0	0	0	0	28	72
		National	0.4	0.1	n	0.3	0.3	2	13	49	35
	Test/Task	School	0	0	n	0	0	0	0	28	72
		National	0.5	2	n	0.0	0.0	1	9	48	39

### Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school	92%	In the school	88%
In Wales	70%	In Wales	71%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

- A team of three inspectors, who were present at the school for 10 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 104 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, subject co-ordinators and support staff.
- School documentation was examined.
- 42 lessons or part of sessions were observed.
- A sample of pupils' work from across the ability range in each year group was scrutinised.
- Inspectors listened to a sample of pupils from each key stage reading.
- The school council was observed.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and at the end of school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs G M Harrison Rgl	Context Summary and recommendations Key questions 1, 3, 5 and 6 English, Welsh, art
Mrs H Adams Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 6
Mr P Jones Team Inspector	Key questions 2, 4 and 7 Mathematics, geography, physical education

### *Acknowledgement*

*The inspection team would like to thank governors, headteacher, staff and parents for their co-operation and courtesy throughout the inspection.*

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**SUMMARY REPORT FOR PARENTS**

**Saint Joseph's Roman Catholic Primary School  
Fairoak Avenue  
Maindee  
Newport  
NP19 8FW**

**Date of Inspection: 6-9 June 2005**

**by**

**Gillian Harrison  
(W265/7886)**

**Date: 22 July 2005**

**Under Estyn contract number: T/262/04P**

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**St Joseph's RC Primary School** was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **St Joseph's RC Primary School** took place between 6-9 June, 2005. An independent team of three inspectors, led by **Mrs Gillian Harrison**, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1**      good with outstanding features
- Grade 2**      good features and no important shortcomings
- Grade 3**      good features outweigh shortcomings
- Grade 4**      some good features, but shortcomings in important areas
- Grade 5**      many important shortcomings

### **Basic information about the school**

Name of school	Saint Joseph's Primary
School type	Roman Catholic Voluntary Aided
Age-range of pupils	4-11 years
Address of school	Fairoak Avenue Maindee Newport
Post-code	NP19 8FW
Telephone number	01633 258801
Headteacher	Mrs Brenda Bispham
Date of appointment	1 April 1997
Chair of governors	Mr Anselm Jacobs
Reporting inspector	Mrs Gillian Harrison
Dates of inspection	6-9 June 2005

## Context

### The nature of the provider

1. Saint Joseph's is a voluntary aided Roman Catholic primary school, in the Archdiocese of Cardiff. It is situated in a densely populated area to the east of the city of Newport. Its 204 pupils, aged four to 11 years of age, come from a wide range of social backgrounds and represent the full range of ability.
2. Approximately 5% of pupils are eligible for free school meals. This is considerably lower than the local education authority's (LEA) average of 23.8 % and lower than the all-Wales average of 18.5%. Around 16% of pupils have special educational needs (SEN), including two with statements of SEN.
3. Almost all pupils' home language is English with approximately 2% coming from homes where other languages are spoken. No pupils are identified as Welsh speaking and three pupils receive support in English as an additional language. No pupils are looked after by the local authority.
4. The school was last inspected in April 1999.
5. **The school's mission statement is:** "To ensure that children are provided with an education of the highest spiritual, moral and academic standard".

### The school's priorities and targets

6. Through its internal review systems the school has identified the following areas as targets for the next two-three years:
  - develop learning and thinking skills by following structured programmes;
  - develop the personal and social curriculum and participate in the 'Equality, Diversity and Achievement Award';
  - develop staff at all levels;
  - review the content and assessment opportunities in schemes of work;
  - prepare for future initiatives such as the Foundation Phase and the new assessment arrangements; and
  - improve the learning environment by addressing minor repairs and decoration of the building.

## Summary

7. Saint Joseph's Primary is a very good school with many outstanding features. It has continued to improve standards since the last inspection. The inspection team agrees with all of the judgements made by the school in the self-evaluation document.

## Table of grades awarded

8. The inspection team judged the school's work as follows:

Key question	Inspection grade
How well do learners achieve?	Grade 1
How effective are teaching, training and assessment?	Grade 1
How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
How well are learners cared for, guided and supported?	Grade 1
How effective are leadership and strategic management?	Grade 1
How well do leaders and managers evaluate and improve quality and standards?	Grade 1
How efficient are leaders and managers in using resources?	Grade 1

## Standards

9. Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
82%	13%	5%	0%	0%

10. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government targets which are for 95% per cent of pupils to attain grade 3 and above, and of those, 50% to attain grade 2.

## Subjects

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Welsh	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is generally good.
10. Children under five make very good progress in using key skills in activities within the areas of learning. They make exceptional progress in the development of their listening skills. They develop their numeracy skills and knowledge of mathematics through a range of practical activities as well as through scientific and technological investigations. They use computer equipment confidently and competently in order to enhance their learning.
11. In both key stages, pupils' skills in speaking, reading and writing are very good; their listening skills are outstanding. Pupils make very good use of numeracy and information and communications technology (ICT) skills in a range of subjects.
12. Pupils with SEN make very good progress and achieve targets set for them.
13. Bilingualism is well established across the school and standards are very good. Adults and pupils practise their Welsh language skills at every possible opportunity. This is an outstanding feature, particularly given the linguistic background of the local community.

14. Creative and problem solving skills are very good throughout the school.
15. At the end of Key Stage (KS) 1, in 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science, as assessed by teachers, was well above the national average figures. When compared with similar schools, attainment in English was in the top 25% and in the top 50% in mathematics and science.
16. In KS2, the NC test results were well above local and national averages in the three core subjects. In English and science, 100% of pupils achieved level 4 or above, while in mathematics 88% achieved the expected level.
17. As they progress through the school, pupils become increasingly aware of their preferred learning styles and have a mature understanding of what they need to do to improve their work.
18. Attendance for the three full terms prior to the inspection was good at 95%. The headteacher and administrative staff monitor attendance on a termly basis.
19. No instances of bullying were observed during the inspection and the school has not had the need to exclude any pupils in the last 12 months. All teaching and non-teaching staff are fully conversant with the comprehensive documentation and policies relating to positive behaviour and discipline. This is an outstanding feature of the school.
20. Pupils participate fully in the life and work of their community and this is a strength of the school. They gain a sense of belonging and good citizenship by organising fund raising events for local hospices and charities.

### **The quality of education and training**

21. In the lessons observed the quality of teaching was graded as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
74%	17%	9%	0%	0%

22. The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five varies from satisfactory to good. In KS1 and KS2 the quality of teaching is often outstanding. Pupils are stimulated and challenged by their teachers whose subject knowledge is frequently very good in all aspects of the curriculum.
23. Lessons are generally delivered at a brisk pace and all pupils, including those with SEN and the more able, are challenged with activities appropriate to their ability.
24. Where there are minor shortcomings, lessons sometimes lack pace due to overlong introductions and instructions to pupils, on their tasks.
25. The quality of assessment within the school is very good. Assessment is used consistently to inform planning and set targets. Annual, written reports to parents are of good quality and meet statutory requirements.
26. The school provides a broad and balanced curriculum for the whole range of pupils and it is very well planned. It meets statutory requirements in respect of the NC and collective worship.
27. Learning experiences promote pupils' spiritual, moral, social and cultural development very well. Parental links and partnerships with the school are very good. There are policies in place to promote equal access and opportunity for all pupils.

28. The school is a very happy, caring community where pupils are valued and very well supported. Provision for pupils with SEN is very good and fully meets the statutory requirements of the Code of Practice.

### **Leadership and management**

29. The school is very well led. The headteacher provides a vision and sense of purpose which permeates all aspects of school life and work. This sense of purpose is understood and shared by all, ensuring a commitment to continuous improvement. This is an outstanding feature.
30. The headteacher is well supported by the deputy headteacher and senior management team, who help to translate the vision into practical and tangible strategies.
31. Self-evaluation and target setting are very well developed. Every aspect of school organisation and the curriculum is monitored regularly. There are robust systems in place for evaluation and continuous improvement which ensure the maintenance of very high standards.
32. Outcomes from self-evaluation are fed directly into the School Development Plan (SDP). This is a clear and comprehensive document, which sets realistic and measurable targets for improvement. Priorities are carefully costed and supported by adequate allocation of resources. This document is monitored regularly by the senior management team and the governing body.
33. The governing body is well informed and pro-active. Governors visit the school regularly and are linked to subjects and teachers. They visit classes and are aware of how subjects are taught. They successfully meet all regulatory and statutory requirements.
34. The school has made very good progress since the last inspection. All key issues have been fully addressed.
35. There are enough well qualified teachers and support staff within the school. The number and quality of support staff is an outstanding feature.
36. The school is very well resourced for all ages and subjects. Resources are in very good condition and are readily accessible to all learners.

### **Recommendations**

In order to further improve, the school needs to:

- R1. maintain the very high standards achieved in subjects and all aspects of school life;
- R2. further develop the very good initiatives in “Building Learning Power” and “Thinking Skills”, so that all classes are involved;
- R3. further develop the outdoor environment, as already planned, to support and facilitate the implementation of the Foundation Phase.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

### ***Acknowledgement***

***The inspection team would like to thank governors, headteacher, staff and parents for their co-operation and courtesy throughout the inspection.***