

Inspection of a school judged good for overall effectiveness before September 2024: St Joseph's Catholic Primary School, Brindle

Bournes Row, Gregson Lane, Hoghton, Preston, Lancashire PR5 0DQ

Inspection date: 11 February 2025

Outcome

St Joseph's Catholic Primary School, Brindle has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thoroughly enjoy attending their 'small and mighty school', where they learn together. They benefit from a culture where they learn how to stay safe in a variety of ways and feel safe.

The school has high expectations for all pupils. Pupils are eager to learn. They are proud to share what they know and how they make links with their prior learning. Pupils with special educational needs and/or disabilities (SEND) receive the support that they need to be confident and successful alongside their peers. Pupils achieve well.

Pupils behave exceptionally well around the school and in lessons. They are kind and well mannered. Children in the Reception Year quickly learn the routines and acceptable behaviours. This helps them to settle well into the school.

The school places significant importance on pupils' wider development. Through a variety of enrichment opportunities, pupils aim to make changes for a better world. Pupils value helping adults with learning difficulties manage their local allotments. They enjoy developing their leadership skills as members of the eco- and school council and other ambassador roles. As a result, pupils are well prepared for life outside of school.

What does the school do well and what does it need to do better?

The school has a coherent and ambitious curriculum in place. It has clearly identified the knowledge and skills that it wants pupils to learn across subjects from the early years to Year 6. The vast majority of pupils achieve well as a result.

From the moment children enter the Reception Year, there is a sharp focus on ensuring that they listen and communicate well, using an increasingly wide vocabulary. Throughout the school, staff model the language that they wish pupils to develop and use.

The school has prioritised early reading and mathematics, enabling the vast majority of pupils to get off to a strong start. Pupils, including children in the Reception Year, are well supported to learn to read. Staff deliver the phonics programme well and most pupils read fluently by the end of Year 2. Those pupils who find reading more difficult, including pupils with SEND, receive the support they need to catch up. Pupils have access to a diverse range of high-quality texts. Older pupils talk enthusiastically about the books and plays that they have read.

Staff have accessed a wide range of training. The school makes sure that teachers know how to deliver subject curriculums effectively. Teachers are adept at checking what pupils have learned. Teachers use this information effectively to address any misconceptions quickly. This helps pupils to build well on what they already know. However, some disadvantaged pupils struggle to develop their knowledge and skills, particularly in early reading and mathematics. This means they are not able to keep up with their peers.

The school has sought specialist support to develop its approach to identifying the specific needs of pupils with SEND at the earliest opportunity. The school accurately identifies how pupils' barriers to learning can be overcome. When pupils need something more specific, this is provided without delay. Staff successfully adapt the delivery of the curriculum to meet the needs of these pupils. For example, staff modify texts to ensure those at the earliest stages of reading can use their phonics knowledge to read this information.

Behaviour in lessons and at less-structured times is very positive. Pupils move around the school in a sensible and orderly way. At playtimes, pupils access a range of equipment to support positive and collaborative activity. Year 6 pupils are true role models as they show their Reception 'buddies' how to play at breaktimes. Pupils work hard to live out their school values and understand the need for such values in society.

Pupils enjoy attending school. The school rigorously tracks pupils' attendance. When an individual's attendance falls below the accepted level, the school works with families to provide the right support to bring about improvement. As a result, attendance rates are high.

The school's work on personal development is prioritised. It supports pupils' broader development. Pupils understand and celebrate the differences between people. They believe people with different characteristics deserve to be treated with respect and compassion. They develop their knowledge and understanding of diversity through the curriculum. Pupils also focus on significant people from the past and present and the positive impact they have had on their daily lives.

The experienced governing body provides valuable support and challenge to the school. Governors understand their statutory duties well. The school's approach to improving the quality of education takes into account staff's workload and well-being. This means that

staff feel valued and supported in their roles. The majority of parents and carers hold the school in high regard.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the needs of disadvantaged pupils are not fully met. As a result, these pupils do not learn as effectively as they could. The school should ensure that timely support is in place, so that disadvantaged pupils achieve as well as their peers in all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in October 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119669
Local authority	Lancashire
Inspection number	10348203
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair of governing body	Kate Armstong
Headteacher	Fiona Brownsey
Website	www.stjosephsbrindle.com
Date of previous inspection	3 December 2019, under section 8 of the Education Act 2005

Information about this school

- A new headteacher was appointed since the previous inspection but left the school in December 2024. There is an interim leadership structure in place until the governing body recruit a new substantive headteacher.
- This is a Catholic school in the Archdiocese of Liverpool. The school's most recent section 48 inspection was in January 2019 and the next inspection is due in the next academic year.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors held meetings with the interim headteacher and other members of staff. They also spoke with members of the governing body, including the chair of governors, a representative of the local authority and a representative of the archdiocese.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views expressed by parents in their responses to Ofsted Parent View, including the free-text comments. They spoke with parents as they brought their children to school at the start of the school day.
- The inspectors also took account of the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

Lisa Littler, lead inspector

Ofsted Inspector

Rachael Alarcon

Ofsted Inspector

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