

# Inspection of a good school: St Joseph's Catholic Primary School, Brindle

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

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Inspection dates:

3 December 2019

## **Outcome**

St Joseph's Catholic Primary School, Brindle continues to be a good school.

## **What is it like to attend this school?**

Pupils are proud to attend this school. They told us that there is nothing they would like to change in the school. Everything is just right. Pupils feel safe in school. They know that adults are there to help. Pupils told us that they have learned about bullying and know what to do if it occurs. Those pupils we spoke to said that they have never experienced any bullying during their time in school.

Pupils are enthusiastic learners. They know that teachers expect them to do their very best. Pupils are keen to talk about what they are doing in lessons and in a wide range of clubs. They find lessons interesting, especially when there are practical activities such as learning about mathematics in the forest school or climbing a nearby hill as part of their learning in geography.

Pupils are polite and well-mannered. They behave sensibly. As they learn, pupils work well with one another in pairs or small groups. They told us that teachers 'have eyes in the back of their heads and never let anyone spoil the learning'.

Pupils know how to keep themselves safe, particularly when using social media. Older pupils look after their younger friends on the playground. They help organise games and make sure that no one is left out.

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

The curriculum is rich and varied. Pupils have many opportunities to visit places of interest and take part in sports and creative arts events. Leaders make sure that disadvantaged pupils are fully included in these activities, including in residential visits to outdoor education centres. No one is left out. Pupils learn understanding and tolerance for different faiths and cultures. For example, they enjoy taking part in Muslim festivals in another local school as well as sharing their own Christian celebrations. All this provides pupils with a well-rounded education that prepares them well for future life.

Published information shows that all pupils achieve well academically, including those with special educational needs and/or disabilities (SEND). Teachers are ambitious that this should continue. They know that learning to read well is the key to ongoing success. Strong teaching of phonics from the start of Reception helps pupils to become fluent readers and to become competent in spelling. Reading has a high priority in the school. Pupils enjoy reading for pleasure. They are encouraged to choose from a wide selection of high-quality books. Daily guided reading sessions are helping them to understand more about the meaning of texts.

In the early years, children learn to count through singing number songs and lots of practical activities. They move on to basic addition and subtraction. By the time they move into Year 1 they are able to record simple calculations. Teachers build on this as pupils move through the school. At the end of key stage 2, most pupils can successfully apply their skills to a range of increasingly complex problems. Occasionally, pupils move on to solving problems before they have fully grasped basic calculations, and this causes confusion.

Recent changes to the design of the wider curriculum mean that teachers know what pupils need to learn in each subject and in what order. However, they do not have enough information on what pupils have learned in previous years. Teachers are not all aware of what pupils will need to know by the time they move on to secondary education. This means that there are some gaps in pupils' knowledge and understanding. For example, older pupils in key stage 2 do not have a secure knowledge of basic information about the countries that make up the UK and the capital cities of these countries. This is an area for ongoing development so that gaps are swiftly filled across the full range of subjects.

Teachers generally have good subject knowledge. They work well together as a team and are confident in asking one another for advice on the best ways of helping pupils learn. Leaders make the most of opportunities for professional development. Subject leaders learn about current research and best practice. They use this to further develop the skills of their colleagues.

Pupils' good behaviour, their kindness to one another and their willingness to learn plays a positive part in their success. They continue to attend regularly and on time. Staff are approachable and friendly. They work hard to ensure that the school continues to thrive. Teachers appreciate that leaders do everything they can to reduce their workload and ensure that there is time for personal and family life. Most parents and carers speak highly of the school, especially in relation to the variety of activities on offer beyond the academic curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority in the school. Leaders and governors ensure that staff appointed to the school are suitable to work with children. All staff receive training in child

protection so that they are able to identify early signs of abuse or possible radicalisation. This training is updated regularly.

Online safety has a key focus within the curriculum. Staff are well aware of the potential harm from inappropriate materials when pupils are accessing the internet or using social media. They keep up to date through relevant safety briefings.

The school works well with other agencies to ensure that vulnerable children and their families receive appropriate professional support for their needs.

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

### **(Information for the school and appropriate authority)**

- There are gaps in pupils' prior learning in foundation subjects and teachers do not have a secure knowledge of what pupils need to learn by the time they move on to secondary education. Leaders should ensure that:
  - where there are gaps in pupils' prior learning, these areas are revisited so that pupils catch up and develop the component skills to learn and remember more.
  - curriculum planning from the early years onwards takes account of the national curriculum aims and expectations for the end of key stage 2.
- Teachers encourage pupils to apply their skills in mathematical calculations to an increasingly complex range of problems. Sometimes pupils move on to problem-solving before they have had enough practice in basic calculations. Leaders should ensure that pupils develop fluency in relevant calculation skills so that they can apply these proficiently.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 6–7 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 119669   |
| <b>Local authority</b>                     | Lancashire   |
| <b>Inspection number</b>                   | 10110992   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 101  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Kate Armstrong   |
| <b>Headteacher</b>                         | Michelle Ward  |
| <b>Website</b>                             | <a href="http://www.stjosephsbrindle.com">www.stjosephsbrindle.com</a> |
| <b>Date of previous inspection</b>         | 6–7 October 2015   |

## Information about this school

- There have been no significant changes since the last inspection.

## Information about this inspection

- During this inspection, we held meetings with the headteacher, teachers and subject leaders. We met with five members of the governing body.
- We visited lessons in each key stage. We spoke with pupils from each key stage and viewed examples of their work. We spoke with pupils about behaviour and expectations in the school and observed behaviour around the school and in lessons.
- We heard pupils read from key stages 1 and 2.
- We considered the 19 responses to Parent View, Ofsted's online questionnaire, and the 10 free-text responses. We examined records in relation to safeguarding.
- As part of this inspection, we considered carefully how phonics and early reading are taught. We also considered how the curriculum is planned and delivered in mathematics and geography. During these activities, we met with subject leaders and visited lessons. We spoke with teachers about the lessons that they had taught and with pupils who had been in the lessons. We viewed examples of work in pupils' books.

## **Inspection team**

Jan Corlett, lead inspector

Ofsted Inspector

Michelle Beard

Ofsted Inspector

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