

St Joseph's Catholic Primary School

Inspection report

Unique Reference Number	118045
Local authority	East Riding of Yorkshire
Inspection number	379528
Inspection dates	15–16 May 2012
Lead inspector	Joan McKenna

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	Pat Ellis
Headteacher	Diane Marten
Date of previous school inspection	5 March 2009
School address	Kennedy Drive Goole DN14 6HQ
Telephone number	01405 762607
Fax number	01405 762607
Email address	stjoseph.primary@eastriding.gov.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Joan McKenna

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 11 lessons taught by seven teachers and teaching assistants. Additional, shorter visits to classrooms to hear pupils read and to look at their work were made, and some sessions where groups of pupils were receiving support for their learning were observed. Meetings were held with leaders, the Chair of the Governing Body, and a group of pupils. The inspector observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data, information from the school's monitoring and arrangements for safeguarding. Responses to questionnaires returned by pupils, staff and the 31 returned by parents and carers were analysed.

Information about the school

This is a smaller than average size primary school. Most pupils are of White British heritage, although there is an increasing number of Polish pupils who speaks English as an additional language. The proportion of pupils supported at school action is broadly average, and the proportion at school action plus or with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is broadly average. The school meets the current floor standards which set the government's minimum expectations for pupils' attainment and progress. The school holds the Activemark and has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- St Joseph's is a good school. It is not outstanding because, although all groups of pupils achieve well from their starting points, not all reach equally high levels of attainment by the time they leave the school. Nevertheless, all aspects of the school's work are good.
- Children's attainment on entry to the school is usually below age-related expectations. All groups of pupils make good progress in all key stages. Attainment by the end of Year 6 has been on an upward trend in recent years, and it is now above average. However, some pupils who start with lower levels of attainment than the majority, especially those from groups whose circumstances may make them vulnerable, do not make the even faster progress necessary to help them catch up with their peers.
- Teaching is consistently good. Teachers ensure that pupils are actively involved and engaged and they take account of the range of abilities in their classes when planning work, so pupils enjoy lessons and learn well. However, they do not always plan precisely enough to accelerate the progress of individuals who need to make even faster progress.
- The extremely inclusive ethos means that pupils feel very safe, secure and happy. They behave well and have very positive attitudes towards learning. Through their conduct and approach they make a valuable contribution to their school community. Most pupils attend regularly, but some, from a small number of families, do not.
- The strong commitment to pupils shown by the headteacher in the clear lead she provides is shared by other leaders and staff. Professional development and performance management have been used to good effect to improve teaching and other aspects of provision. The school's strengths and areas requiring development are well known and understood, and are effectively acted upon.

What does the school need to do to improve further?

- Accelerate the rates of progress made by different groups of pupils, especially those whose circumstances may make them vulnerable, so that their attainment is as high as possible by:
 - ensuring that work set in lessons is more closely matched to the prior attainment and specific needs of individuals
 - providing more opportunities for pupils to develop and apply their literacy, numeracy and information and communication technology skills across the curriculum in a way that takes into account their different circumstances and capabilities
 - working more closely with parents and carers to promote their greater involvement in their children's learning and, where relevant, to ensure that their children attend school regularly.

Main Report

Achievement of pupils

Children in the Early Years Foundation Stage eagerly participate in the wide range of stimulating activities available for them. They show immense enjoyment when working under the direction of adults and when playing independently. For example, they looked at books at the start of the day with much excitement, talking animatedly about the pictures of the beautiful butterfly, bees and worms. Such engagement and commitment to learning continues as pupils move up the school. They respond very well to the high demands made of them and have good levels of independence for their age. They develop into mature, reflective pupils who are keen to do their best and who take on responsibility for doing so. Pupils were taking the end of year tests during the inspection, and their calm, confident approach demonstrated a sense of both commitment and perspective.

In each year group, the number of pupils is small and the profile of attainment on entry to the school varies considerably. Overall, however, it is below age-related expectations and younger year groups contain more pupils who speak English as an additional language. Children make good progress during the Early Years Foundation Stage. Their attainment by the time they enter Year 1 varies in relation to national figures, but the proportion working in line with age-related expectations is higher than when they join the school. By the end of Key Stage 1, attainment is securely in line with the national average, including in reading. At the end of Key Stage 2, attainment is now above average overall in reading, writing and mathematics.

The variation within year groups is exemplified by the current Year 6, where individuals' attainment varies from not securely average to one pupil who has already gained a GCSE in mathematics at grade A and several others who are working at high levels in the subject. Groups whose circumstances may make them vulnerable, such as those known to be eligible for free school meals, disabled pupils or those who have special educational needs, and those who speak English as an additional language, make good progress overall. Some individuals from these groups achieve

as well as, or indeed better than, the majority. However, while there is not a consistent pattern, these groups tend to start with lower levels of attainment and have lower levels of attainment relative to others by the time they leave. Accelerating the progress of such pupils further so that gaps with all pupils nationally are closed is the next challenge for the school.

All parents and carers who responded to the inspection questionnaire said that their children are making good progress. Inspection findings endorse these views.

Quality of teaching

Adults' warm and supportive relationships with pupils secure their full cooperation in lessons. Stimulating activities engage pupils and promote their learning well. Children in the Early Years Foundation Stage, for example, learnt about directional language in a fun context by giving instructions to an adult about how to get from one location to another in the pretend town. A consistently positive feature is the effective promotion of pupils' independence. From the youngest age, pupils are encouraged to make choices. Older pupils are taught the skills necessary to work collaboratively and to find things out for themselves. As a result, they learn not to be over-reliant on adults. For example, pupils use dictionaries and thesauruses before seeking help. Teachers generally explain what pupils are expected to learn clearly, so pupils understand what they are doing and why. They plan work with appropriate challenge for pupils of different abilities, with high demands made across the ability range. Pupils' understanding is carefully checked and misunderstandings are corrected. Sometimes, however, the work set is too easy or too hard for some individuals. Some of the support provided by teaching assistants is very effective. Pupils receive helpful feedback through marking, and they increasingly act upon teacher's comments. Pupils have targets for improvement, although they are not always referred to as a matter of routine in lessons.

The programme for teaching reading is systematic and pupils of all ages employ appropriate strategies to read and understand texts. The curriculum has recently been redeveloped to build on pupils' interests and to promote their basic skills across the range of subjects. Pupils play a part in deciding what topics to study, and the wide range of visits and visitors promote relevance. Literacy and numeracy are sometimes promoted integrally through other activities, such as the extended writing in topic work about 'a day in the life of a miner' and Anne Frank's diary. However, the new approach is at a relatively early stage of development. Theme days, when older pupils 'teach' younger ones, are very popular, as are the extensive range of extra-curricular activities, such as gardening club, cricket and athletics. Pupils' personal development is promoted extensively through teaching and the curriculum. The acquisition of the skills and qualities that make them such model pupils also make a significant contribution to their academic progress.

All parents and carers responding to the questionnaire said their children were well taught. Inspection evidence indicates that this is the case.

Behaviour and safety of pupils

Pupils are very positive about their school. They try their very best to live up to adults' high expectations of them, with considerable success. They show a mature sense of responsibility. They are considerate and enjoy good relationships with each other. As one said, 'We are not just friends, we are like one big family'. Pupils make a strong contribution to the life of the school. They act as playground leaders, school councillors and 'peacemakers', although as one pupil said, 'peacemakers do not have much to do as there are no disagreements'. Pupils' confidence and self-esteem are promoted successfully, with extra support for those who need it. In a 'Socially Speaking' session, for example, a small number of boys who lack confidence when speaking or who need help to behave appropriately in social situations were role playing about how to communicate effectively when ordering food in a cafe, thereby developing skills transferrable to their life in school. Pupils' behaviour is typically good. They say that bullying of any kind is rare and well dealt with when it occurs. Because of the caring ethos, the security of the site and activities such as the day on internet safety, they feel very secure. Attendance has been below average in the past, but has risen this year to be broadly average at the current time. This is because of the impact of a wider range of strategies being adopted with the small number of parents and carers who do not ensure that their children attend regularly. However, there are still some pupils whose attendance is below average, with pupils known to be eligible for free school meals over-represented within this group.

All parents and carers who returned the questionnaire indicated that their children feel safe in school, and almost all said that behaviour is good and bullying is dealt with well. Inspection evidence supports these views.

Leadership and management

The headteacher provides clear direction to the school community and has ensured a shared sense of purpose and commitment to improvement. The structures and procedures in place ensure that the school functions efficiently and effectively. Other leaders make a valuable contribution. Thorough monitoring and evaluation result in accurate judgements being made about the school's effectiveness. Action taken to improve teaching and to tackle areas requiring development is effective, as seen by the rising attainment. This includes enabling gifted and talented pupils to reach higher standards, which has been a particular focus for improvement through performance management. The fact that the school has improved from satisfactory to good since its previous inspection demonstrates its good capacity to improve further. The governing body is supportive of the school and carries out its statutory functions. It asks questions of it, but its monitoring is not fully rigorous. Safeguarding arrangements meet requirements.

All pupils are equally valued and action is taken to eradicate any barriers to learning. The curriculum is broad and well-enriched, and the promotion of pupils' spiritual, moral, social and cultural development is strong. The school is aware that now it has ensured that all groups of pupils make good progress overall, its next challenge is to raise attainment where gaps remain. This will involve taking further steps to work with parents and carers to promote their support for their children's learning and, where necessary, to make sure their children attend regularly. Although the

proportion of parents and carers who made their views known to the inspection team was lower than typical, they were very positive about the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 May 2012

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Goole, DN14 6HQ

Thank you for making me so welcome when I inspected your school recently. You were so very friendly, and I thoroughly enjoyed talking with you and hearing your views. You are extremely pleasant, polite children. You get on very well together and are kind and considerate. You behave well. You work hard and I was impressed with how well you can get on when working in groups or on your own. Well done!

You told me that you think your school is good. I agree. You are well taught and lots of interesting activities are provided for you. You achieve well. Your teachers and other adults look after you and care for you well and so you feel safe and secure. Your headteacher leads the school effectively. Other leaders do a good job, too.

Your school has improved well since it was last inspected, and the headteacher and all the staff want to continue to improve the school for you. There are some things I have asked them to concentrate on to help them do this. You all make good progress, and I would now like everyone of you reach the highest possible standards you are capable of, so I have asked them to make sure that all of the work they give you helps you all to learn as much as possible. I would like your teachers to give you lots of opportunities to develop your literacy, numeracy and information and communication skills in all subjects. I have also asked staff to work closely with your parents and others who care for you so they can support your learning at home, and help make sure that you all attend school regularly.

You can help by continuing to work hard and by being such positive pupils. I send you and your teachers my very best wishes for the future. I also hope that all of you have done well in the tests you were taking. I was impressed with how calmly and confidently you approached them and the effort you put in.

Yours sincerely

Joan McKenna
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.