

# St Joseph's Catholic Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107153
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377543
<b>Inspection dates</b>	13–14 June 2012
<b>Lead inspector</b>	Rosemary Eaton

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Egan
<b>Headteacher</b>	Sheila Armitage
<b>Date of previous school inspection</b>	16 September 2008
<b>School address</b>	St Joseph's Road Handsworth Sheffield S13 9AT
<b>Telephone number</b>	0114 2692773
<b>Fax number</b>	0114 2548802
<b>Email address</b>	enquiries@st-josephs.sheffield.sch.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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



---

## Introduction

### Inspection team

Rosemary Eaton  
Peter Marsh

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 14 lessons taught by 11 teachers. Meetings were held with staff, groups of pupils, and members of the governing body. The inspectors took account of the responses to the on-line Parent View survey in planning the inspection and observed the school's work. They looked at documents, including the school's assessments of pupils' attainment and progress, records of incidents of poor behaviour, a number of individual education plans, and samples of pupils' work in English and mathematics. The 151 questionnaires returned by parents and carers were read and analysed, as were others from staff and pupils.

## Information about the school

This is an average-sized primary school. A smaller than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. Most pupils are from White British backgrounds, with a very small minority of pupils speaking English as an additional language. The school meets the current floor standards, which set the government's minimum expectations of attainment and progress. Since the previous inspection, there have been a number of significant staff changes and unavoidable absences. The school's recent awards include the Global Schools award and the Activemark.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It is not yet good because there is not enough good and outstanding teaching, achievement is weaker in mathematics than in English, and boys' attainment lags behind that of girls. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children make good progress in the Early Years Foundation Stage. After that, progress is satisfactory and pupils go on to reach broadly average levels of attainment. There are signs that progress is accelerating as teaching improves and recent developments in the curriculum heighten boys' motivation. Pupils perform best in writing because the school has made a concerted effort to improve this aspect of learning. Pupils do not use and apply their mathematical skills confidently.
- The management of the school's performance, including the leadership of teaching, has been strengthened since the previous inspection. That has led to teachers being more aware of the levels at which pupils are working and the next steps they each need to take. Despite that, higher-attaining pupils are not always set work that is sufficiently challenging. During lessons, the pace of learning slows sometimes, for example, when activities go on for longer than necessary.
- Pupils have positive attitudes to learning. Behaviour is satisfactory, although pupils, mostly, behave well in lessons and at playtimes. Bullying is rare and pupils from different backgrounds work and play together noticeably well.
- The headteacher, other leaders, staff, and the governing body demonstrate clearly their commitment to caring for all aspects of pupils' development. More rigorous monitoring of the school's work has led to improvements in a number of important aspects, including teaching, attendance, and pupils' writing. Leaders are well aware of where more improvement is needed.

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

- Increase the amount of teaching that is good or outstanding by focusing particularly on:
  - ensuring that higher-attaining pupils are consistently set work that challenges them to work at the highest possible levels
  - maintaining a fast pace of learning from the start to the finish of lessons.
- Improve achievement in mathematics so it, at least, equals that in English by:
  - providing more opportunities for pupils to practise using and applying their mathematical skills
  - ensuring that, when marking work in mathematics, teachers inform pupils how they can improve and then require them to act on this advice.
- Raise boys' attainment in English and mathematics at least to that of boys nationally by:
  - embedding and extending the new approaches to the curriculum that are increasing boys' enjoyment and motivation
  - ensuring that children in the Early Years Foundation Stage have more frequent opportunities to learn outdoors.

## Main Report

### Achievement of pupils

When children join the Nursery class, their skills levels, particularly those of boys, are typically below the expectations for their age. Boys and girls make good progress during the Early Years Foundation Stage. They are generally working within the expected levels by the end of the Reception Year, although the gap between boys' attainment and that of girls remains. Children, quickly, develop an enthusiasm for learning. When given the opportunity to choose where to learn, boys, in particular, make a bee-line for the outdoors. They relish gardening, playing at fishing, and, for example, searching for 'The Queen's Knickers' as part of imaginative activities linked to the book they are reading.

Following the good start, progress in Key Stages 1 and 2 is satisfactory, although there is variation, depending on the quality of teaching. Together with broadly average attainment, that means that achievement is satisfactory. Systems for tracking pupils' progress have been refined so the school identifies and steps in more quickly when an individual starts to falter. That is a factor in the improving rates of progress indicated by the school's data, which, for example, shows that the current Year 2 have made good progress during Key Stage 1. Disabled pupils and those with special educational needs make satisfactory progress when their particular starting points are considered. A range of agencies provides specialist advice to staff and sometimes works directly with pupils.

The gap between the attainment of boys and girls is wider than average, although there are signs that it is starting to narrow. A smaller than average proportion of pupils reaches Level 5 at the end of Year 6. Pupils use their reading and writing skills confidently in different subjects. The school has identified the need to provide more opportunities for pupils to

practise and consolidate their mathematical skills in order to improve achievement in mathematics. Attainment in reading is broadly average at the end of both Year 2 and Year 6. Lower-attaining pupils in Key Stage 1 demonstrate an increasing ability to tackle unknown words by blending together the sounds made by letters. A fluent and expressive reader in Year 6 explained how he had improved as a result of practising regularly, teachers' encouragement, and being able to choose books that interested him.

In most lessons, there are periods when pupils are learning well. The pace is not always maintained throughout because, for example, pupils' motivation flags when they have to spend too long listening to the teacher. Pupils respond enthusiastically to opportunities to work in teams and when there is an element of competition. Their literacy books show that pupils take pride in this work. They tend to take less care over presentation in mathematics.

### **Quality of teaching**

Parents and carers mostly believe that teaching is good, but the inspection reveals too much variation for it to be more than satisfactory at present. Continuing changes in the curriculum, for example, the greater use of practical activities and first-hand experiences, are increasingly reflected in teaching and are popular with pupils. The school is seeking to build on that work by using pupils' questions as starting points for learning, in order to motivate them further and accelerate progress, particularly that of boys. Currently, the best lessons are centred on topics that are relevant to pupils' needs, ages, and interests. A literacy lesson based on images of last year's city riots gripped Year 6 pupils and the resulting discussions generated a wide range of powerful vocabulary. Additionally, the teacher challenged pupils skilfully to consider moral and social issues, developing their ability to empathise with others. Teachers seize such opportunities frequently to promote pupils' personal development. Children in the Early Years Foundation Stage have only limited chances to choose to learn in the stimulating and attractive outdoor area.

Teachers have had training in ways of enabling pupils to judge when they have learned successfully. The use of such success criteria is now a consistent and effective feature of teaching. It is at its best when criteria take account of what different groups of pupils are expected to learn. That means that higher-attaining pupils appreciate that they are required to work at higher levels. Similarly, in a number of lessons, tasks are modified to provide additional challenge, for example, when some Year 2 pupils were asked to not only take measurements to check the accuracy of their estimations, but also to calculate the difference between the two figures. On too many other occasions, tasks for higher-attaining pupils are not sufficiently distinct from those of pupils attaining at lower levels.

Teaching takes suitable account of the needs of disabled pupils and those with special educational needs. Teaching assistants play a key role often by leading small groups when others are working independently. Also, they encourage less-confident or articulate pupils to contribute to discussions. Relationships between adults and pupils are strong and pupils are confident that they receive the help they need. Marking is less effective in mathematics than English. Pupils are not given enough guidance about how they can improve, nor are they required always to correct their mistakes.

### **Behaviour and safety of pupils**

Parents and carers are generally positive about pupils' behaviour, but some do have concerns. During the inspection, pupils were well behaved in lessons and at playtimes.

However, records, which are maintained carefully by the school, show that lessons and playtimes are disrupted more than occasionally. A significant proportion of such incidents relates to a small number of pupils with identified behavioural difficulties, who find it hard to control their emotions and behaviour. Other pupils are, understandably, unsettled by outbursts of aggressive behaviour, sometimes directed at staff. Their view is that behaviour is usually good, but not always. The inspectors agree and judge behaviour to be satisfactory. The school uses a range of approaches to encourage pupils to manage their own behaviour, such as 'friendship groups' to develop social skills. There is evidence of some improvements over time, such as a reduced need to impose sanctions.

Pupils have a good awareness of different types of bullying. They know they should report any concerns and are confident that staff would act swiftly in response. Pupils say and records confirm that bullying is rare. During lessons, pupils work cooperatively, supporting each other's learning. Playground Leaders and 'Helping Hands' encourage other pupils to behave well. Nearly all the parents and carers responding to the inspection questionnaire report that their children feel safe in school and the pupils echo this view. The school makes sure that they are well aware of ways of staying safe, for example, when using the internet. Attendance has improved over recent years and is currently above average.

## **Leadership and management**

Leaders use a range of effective systems to monitor and evaluate the school's performance. All staff with leadership responsibilities now play a part in that work and the governing body is becoming increasingly involved. The information gathered provides an accurate picture of the school's strengths and weaknesses, feeds into the school's plans for its future development and is central to the arrangements for managing performance. Professional development opportunities for individuals and training for all staff are targeted towards the school's priorities and have led to improvements in teaching, such as the success with which writing is taught. Although staff changes and absences have slowed down developments in recent years, enough has been achieved to provide evidence of the school's satisfactory capacity to improve.

The school's pursuit of equality of opportunity for all pupils has been supported by refinements to the way in which their progress is tracked and differences between groups identified. As a result, current priorities include narrowing the gap between the performance of boys and girls. Sustained efforts are made to ensure that no pupils are discriminated against, for example, when visits are organised. The provision for disabled pupils and those with special educational needs is currently being overhauled and strengthened. For example, leaders recognise the need to ensure that the impact of measures to modify the behaviour of individual pupils is clearly identified.

Whilst still developing, the curriculum is broad and balanced and matched suitably to pupils' needs and interests. It has a strong impact on their spiritual, moral, social, and cultural development. This year, a wide range of lunchtime activities has been introduced, supporting pupils' personal development particularly well. Religious education lessons and links with the church make strong contributions to pupils' spiritual development. Adults teach traditional games, such as skipping, varied sports, and crafts and pupils are themselves full of enthusiasm, busy and happy. The pupils are also learning ways of using their leisure time productively. Safeguarding meets current requirements, with staff training given high priority. A member of the governing body monitors the arrangements rigorously.

## 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](http://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.**



15 June 2012

Dear Pupils

### **Inspection of St Joseph's Catholic Primary School, Sheffield, S13 9AT**

Thank you for being so helpful when your school was inspected. We enjoyed our time with you and were glad the rain stopped so we could see you enjoying the brilliant activities available at lunchtime. We decided, for the following reasons, that yours is a satisfactory school.

- Children in the Nursery and Reception classes make good progress. From Year 1 to Year 6, progress is not as fast, especially in mathematics.
- Progress is starting to speed up because teachers often choose activities that are interesting and help you to learn well. Sometimes, work is not quite hard enough for the pupils who are faster learners.
- You, mostly, behave well. However, as you told us, lessons and playtimes are sometimes disturbed by the behaviour of a few pupils who need extra help to stay calm and quiet. We judged that behaviour is satisfactory.
- This year, more of you are attending school regularly. Well done!
- The school's leaders know what needs to be done to make your school a good one.

We have asked the teachers to make sure that work is always just hard enough for all of you and, when they mark your mathematics books, that you always know how to improve.

We know that you like the changes the school is making to the curriculum. We want there to be more of the exciting visits and activities that encourage you to be really enthusiastic learners.

We send each one of you our very best wishes.

Yours sincerely

Rosemary Eaton  
Lead inspector (on behalf of the inspection team)

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](http://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](mailto:enquiries@ofsted.gov.uk).