

# St Joseph's Roman Catholic Primary School, Bacup

Huttock End Lane, Stacksteads, Bacup, Lancashire, OL13 8LD

## Inspection dates

13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although the attainment of pupils in English and mathematics by the time they leave in Year 6, is improving and is average overall, it is not good enough given pupils' capabilities.
- Teachers do not always plan work which helps pupils, especially those who find learning easy, to achieve their best or give them enough opportunities to extend their problem-solving skills.
- Pupils are not given enough opportunities to practise and extend their writing skills in other subjects.
- The pace of learning for some pupils has not been fast enough, partly due to staffing disruptions but also because teaching is not consistently good or better.
- The leadership skills of subject leaders and the systems for checking pupils are learning as well as they could in all subjects of the curriculum, are underdeveloped.
- Governors have not fully checked how well the extra pupil premium money is spent.

### The school has the following strengths

- It is welcoming and caring and the curriculum provides well for pupils' spiritual, moral, social and cultural development.
- Children's achievement in the Early Years Foundation Stage is good.
- Behaviour is good. There is a culture of kindness and respect across the school. Pupils say that they feel safe, and parents agree with this.

## Information about this inspection

- The inspectors observed seven lessons, one of which was a joint observation with the headteacher.
- Meetings were held with staff, members of the governing body and pupils. The lead inspector also held a telephone conversation with a representative from the local authority.
- Inspectors checked school documents relating to safeguarding, they looked at pupils' work in their books, and they looked at the ways in which the school checks on pupils' learning.
- The inspectors took account of the five parental responses received at the time of the inspection from the online questionnaire (Parent View) and the school's own parental survey.

## Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Neil Dixon

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average. (This is extra funding given to schools by the government to support children of armed forces families, pupils who are looked after by the local authority, and pupils who are known to be eligible for free school meals).
- The proportion of pupils with special educational needs supported in school by school action is above average.
- The proportion of pupils supported by external specialists at school action plus and those with a statement of special educational needs is above average.
- The proportion of pupils who join or leave the school at different times through the year is higher than that seen nationally.
- Almost all the pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Two of the four teachers have been appointed since the last inspection.
- The governing body manages a breakfast club which was observed during the inspection.

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

- Raise the quality of teaching to consistently good or better so that pupils' achievement in English and mathematics is at least good in all year groups by ensuring that:
  - teachers consistently plan lessons which always get the most out of pupils and especially those who find learning easy
  - pupils are given more opportunities to practise and extend their writing skills within other subjects of the curriculum
  - teachers give pupils more opportunities in mathematics lessons to extend their problem-solving skills.
- Raise the quality of leadership and management to good or better by:
  - improving the school's systems for checking that pupils are achieving their best
  - developing the skills of subject leaders in checking pupils' learning in all the subjects of the curriculum
  - developing the skills of governors in checking with leaders how well the extra pupil premium money is used to support pupils who are at risk of falling behind in their learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The skills of children when they start school are generally below those typical for their age. They make good progress in the Early Years Foundation Stage, especially in their reading and social skills. Consequently, they begin Year 1 with skills that are generally expected for their age.
- The pace of pupils' learning in Years 1 and 2, given the good start they make in the Early Years Foundation Stage, has been slower than expected over time. This is as a result of staffing disruptions and teachers setting low expectations as to what pupils can achieve, especially for those who find learning easy. There are signs evident in lessons in the current Years 1 and 2 that this slow pace of learning has been halted and standards in reading, writing and mathematics are rising.
- The focus given to regular reading sessions, and daily teaching of letters and sounds to help pupils read unfamiliar words, means that reading skills are rising and are now close to the national average in both Years 1 and 2.
- There is evidence in pupils' work and lesson observations that their achievement in Years 3 to 6 is improving. The standards and rates at which pupils learn and make progress by the time they leave in Year 6 are average in reading, writing and mathematics. However, although pupils' achievement is improving throughout the school, it is not consistently good because some Key Stage 2 pupils still have to make up the lost learning experienced when they were in Years 1 and 2.
- Pupils clearly enjoy their lessons, particularly when they are given the opportunity to work creatively and independently. For example, pupils in the Years 1 and 2 class confidently used their speaking and acting skills to work together in a group to plan and devise a play which they would write in their next lesson.
- Pupils eligible for the pupil premium, those with special educational needs and those who join during the school year make the same improving rates of progress as their classmates because of the equal opportunities and encouragement provided for them by caring teaching assistants.
- Parents are generally pleased with the progress their children make and especially with the support provided for their children's well-being.

### The quality of teaching

### requires improvement

- The quality of the teaching observed during the inspection was good and occasionally, outstanding. However, it is not consistently good over time because teachers do not always plan lessons which help all pupils, and especially those who find learning easy, to reach the higher levels of achievement in English and mathematics.
- Among the positive features of all teaching are strong relationships and care between adults, pupils and parents which are evident throughout the school. Also, as seen in the Years 5 and 6 class, time is given for pupils to reflect upon and address any mistakes they may have made in their work.
- The use of regular homework, including opportunities to read at home, is used well to extend pupils' reading skills and is beginning to help pupils make up the learning gaps some have experienced in the past.
- Through working in groups in lessons, pupils enthusiastically share their ideas which are subsequently transferred into their work. This was evident in a Years 3 and 4 mathematics lesson. The teacher informed the pupils that Santa needed them to make some boxes for him to use to wrap up presents. Pupils enthusiastically rose to the challenge and set about exploring and using 3D shapes to make the boxes and, as a result, made good progress in their learning.
- Nevertheless, the quality of teaching requires improvement and is not good overall because work in pupils' books shows that they are not consistently given enough opportunities to practise and extend their writing skills in subjects other than English or to investigate and solve problems in

mathematics. Consequently, pupils do not consistently achieve as well as they could in all year groups.

- The teaching of pupils who are eligible for the pupil premium money is managed adequately and enables them to make similar rates of progress to other pupils. Parents say, and the inspection agrees, that care for those with special educational needs or those who are new to the school, is good because all adults, particularly teaching assistants, ensure pupils receive the correct support to match their needs. As a result, these pupils have equal opportunities and potential discrimination is tackled soundly.

### **The behaviour and safety of pupils are good**

- Pupils say they enjoy school; they attend regularly and feel safe because 'all adults take care of you'. Their enjoyment of school has a positive effect on their achievement, although a few say the work is sometimes too easy.
- School records and pupils' behaviour in classrooms and around the school show that this is typically good in classes and over time. The school is welcoming and calm, and pupils fully understand the importance of good behaviour. Parents who responded at the time of the inspection raised no concerns about their children's well-being or safety.
- Pupils feel adults listen to them and value what they have to say. They enthusiastically welcome the responsibilities given to them, such as being school councillors or editors of the school newspaper. Such roles help them to learn to act responsibly and to support each other's learning well.
- Pupils are happy to conform to the school rules which they say help them to keep safe. Systems for recording and for following up the very rare incidents of misbehaviour are consistent and secure.
- Pupils are very proud of their school. They enthusiastically sang songs from their Christmas productions and asked questions of the Mayor and Lady Mayoress when they visited the school on the day of the inspection. Such opportunities promote their good behaviour and strong spiritual, moral, social and cultural development.
- Pupils say that they feel safe in school and understand how to keep safe. They say 'any adult would help if you had a problem' and that adults have helped them to understand how to take care of themselves on the roads or when using the internet.
- Pupils have a good understanding of the different types of bullying and say staff deal swiftly and successfully with any of the very rare incidents that arise.
- In the Early Years Foundation Stage, care and welfare are good. The children play happily together and are pleased to talk about their learning. A daily breakfast club, attended by a good proportion of pupils, makes a strong contribution to pupils' personal development.

### **The leadership and management requires improvement**

- The caring headteacher ensures that pupils' well-being is central to all the school's work.
- The skilled deputy headteacher has introduced clear systems to check childrens' learning in the Early Years Foundation Stage. However, similar systems in place to check pupils' learning in Years 1 to 6 are not clearly focussed on improving pupils' achievement.
- Leaders have worked hard to address the issues raised at the last inspection and have improved the quality of teaching by making good quality teacher appointments.
- Strong links with the local authority have provided beneficial reviews of how well the school is doing and set clear actions for improving the quality of teaching and pupils' learning.
- Senior leaders have introduced further opportunities for the professional development of the staff and they say this is helping them to improve the quality of pupils' learning. However, the skills of subject leaders in checking that pupils are learning as well as they could in all the subjects of the curriculum, are not strong enough to contribute fully to improvement.

- The curriculum covers all the necessary subjects. It promotes pupils' spiritual, moral, social and cultural development well because good opportunities for pupils to reflect on their work and behaviour are built into learning within the curriculum.
- Parents say they are well-informed about the work of the school because of the regular newsletters, parent meetings and the school web-site.
- **The governance of the school:**
  - Governors are fully involved in the process for checking the quality of teachers' performance, including that of the headteacher. Governors have a sound knowledge, as a result of the training they have undertaken, of the school's strengths and areas of pupils' learning which need to improve further. Safeguarding procedures meet statutory requirements and governors carry out regular checks to make sure pupils are kept safe. Although systems for reviewing and managing the schools' finances are secure, governors are not fully involved in checking with leaders how well the extra pupil premium is being used to support pupils who are at risk of falling behind in their learning.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119661
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405875

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Oliver Finnegan
<b>Headteacher</b>	Janette Gibson
<b>Date of previous school inspection</b>	18 January 2011
<b>Telephone number</b>	01706 873177
<b>Fax number</b>	01706 875623
<b>Email address</b>	head@st-josephs-bacup.lancs.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



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 and as part of the inspection.

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 educational 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 St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

