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4 February 2013

Mr Philip Patterson  
Federation Headteacher  
St Joseph and St Teresa's Catholic Primary School  
Doncaster Lane  
Doncaster  
South Yorkshire  
DN6 7QN

Dear Mr Patterson

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to St Joseph and St Teresa's Catholic Primary School**

Following my visit to your school on 1 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the federation headteacher, the federation deputy headteacher, the Chair and two other members of the governing body and a representative of the local authority. The school action plan and other documents were scrutinised.

**Context**

There have been no changes to staffing since the November inspection.

## **Main findings**

Senior leaders, together with members of the governing body, appreciate the urgent need to bring about improvements in the quality of teaching and the progress pupils make as they move through the school. Both the headteacher and deputy headteacher divide their time between the two schools in the federation and consequently implementing and sustaining improvement is a challenge.

The school action plan matches the issues identified in the November inspection. Although there are some long and short term goals, these need modifying so that measuring whether individual pupils and groups of pupils have made the expected gain is possible. There are pupils from different year groups within the same class and ensuring their needs are met is a test for some teachers. External support and opportunities for staff to learn from others is taking place. However staff are not evaluating this work and considering how the practice they see could be used in their classrooms.

Leaders take appropriate action to secure better teaching via lesson observations, scrutinising teachers' planning and looking at pupils' books. Underachievement is evident but leaders are aware that data provided about pupils in each class may not be accurate. Work to secure the accuracy of this information is being undertaken so that leaders have an accurate view of pupils' attainment levels at the start of each year group. This baseline will help them to be more confident in judging about pupils' progress over time. The absence of the literacy coordinator halted the development of this subject. Now they are back in post, leaders are focusing their efforts on improving literacy across the school.

Governors are aware of the pressing need to secure permanent leadership. They hope to make an appointment this term. Governors welcome the training provided and have gained a better understanding of how pupil premium funding is being used. They are involved in planning for the future and the minutes of their meetings reflect their increased ability to challenge senior leaders more effectively.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- amend the action plan so that the goals indicated can be measured regularly to check if they have been reached
- develop a mechanism so that teachers can evaluate what they see in other classrooms and how they can use this practice in their own teaching
- ensure that individual pupils' progress is measured and recorded according to which class they are in
- consider which external support is best to enable the school to move forward.

Ofsted will continue to monitor the school until its next section 5 inspection.

## **External support**

The local authority has provided constructive support to senior leaders and governors. As a result members of the governing body have been galvanised into action and made aware of their responsibilities and how to hold the school to account. Local schools provide support for planning, teaching and phonics in particular. Senior leaders and governors need to carefully consider how to make best use of these links.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

Marianne Young

**Her Majesty's Inspector**