

# St Joseph's RC Voluntary Aided Primary School

St Joseph's Way, Hedworth, Jarrow, Tyne and Wear, NE32 4PJ

**Inspection dates** 13–14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well in this rapidly improving school. They get a good start to their time in school in the Reception class. They settle quickly because of the strong emphasis given to their personal development.
- Pupils enter the school with skills that are typical for their age and make good and sometimes better progress. They leave with standards that are above the national average by the time they leave in Year 6.
- Teachers provide rich and varied activities in well planned lessons that meet pupils' needs effectively. Skilled teaching assistants support pupils with specific needs well. Consequently, pupils' progress is rapidly improving across the school.
- Pupils behave exceptionally well both in and out of lessons. They are very knowledgeable about keeping safe. Pupils' spiritual, moral and social development is promoted extremely well and underpins the work of the school and pupils' personal development.
- The strong and determined leadership by the headteacher has been instrumental in driving improvement. She is very well supported by a skilful deputy headteacher and a developing, cohesive, caring team of teachers.
- Rigorous and relentless checking of pupils' progress and the quality of teaching has led to significant improvements in achievement and overall performance. Consequently, the school continues to improve at a pace.

### It is not yet an outstanding school because

- Standards in mathematics are close to above average but not yet as high as they are in English. Marking and the use of mathematical vocabulary does not sufficiently clarify pupils' mathematical understanding. Pupils are not always effective when using calculations to solve problems.
- Teaching is not yet consistently outstanding because not all lessons go at a brisk pace. Pupils are not always sure about what they need to do to be successful. They are not always encouraged to assess their own learning to support faster progress.

## Information about this inspection

- Inspectors observed 25 lessons or parts of lessons, of which one was a joint observation with the headteacher.
- Groups of pupils were observed working with teaching assistants and inspectors specifically listened to pupils from Reception, Years 1, 2 and 3 read, and other year groups in lessons.
- Inspectors talked to a range of pupils, including the school council, about their work and play in the school.
- Meetings were held with four governors as well as teaching staff, including senior and subject leaders. Discussions were held with a representative from the local authority.
- Inspectors took account of 22 responses to the online questionnaire (Parent View) when planning the inspection and considered staff questionnaires. They also examined responses to pupil questionnaires that the school had completed recently.
- Inspectors observed the overall work of the school and looked at a number of documents including the school's data about pupils' current progress. They also looked at documents relating to safeguarding, governance, behaviour and attendance.
- Other evidence, including school displays, its website, and evidence representing the school's wider achievements beyond the classroom, was also looked at.

## Inspection team

David Shearsmith, Lead inspector	Additional Inspector
Alan Sergison	Additional Inspector

## Full report

### Information about this school

- The school is smaller in size than an average-sized primary school.
- An average proportion of pupils are known to be eligible for the pupil premium, which is additional funding for those pupils eligible for free school meals, children in the care of the local authority and children of service families.
- An average proportion of pupils are supported at school action. An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The majority of pupils are of White British heritage.
- The school has achieved the National Healthy School and Links into Languages awards.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught in one Reception class.

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

- Improve standards in mathematics by:
  - improving the marking of mathematics so that points for improvement increase pupils' mathematical understanding
  - ensuring pupils have a better understanding of mathematical vocabulary and use it to describe their mathematical thinking
  - giving pupils a better understanding of how to use calculations more effectively when solving mathematical problems.
- Improve teaching so that it is consistently outstanding by:
  - using the expertise of teachers who are already outstanding in the school
  - ensuring all lessons go at a brisk pace and reviewing pupils' learning more
  - making sure pupils have a detailed understanding of what is required to be successful in lessons
  - ensuring pupils assess their own learning and accelerate their own progress.

## Inspection judgements

### The achievement of pupils is good

- The school rigorously tracks pupils' progress and sets challenging targets. As a result achievement is rapidly improving. This relentless approach has raised standards particularly in English and progress is good and sometimes better across the school.
- Children enter school with skills that are typical for their age. An increasing number start school with weaknesses in their understanding of the world and with poor literacy skills. Consequently, the school has a strong emphasis on developing pupils' speaking and listening skills so they make good progress overall.
- Pupils continue to make good and sometimes better progress across the school, particularly in upper Key Stage 2. The school has had a resolute focus on raising standards. By the time pupils leave in Year 6, standards are above average overall. English is the strongest subject and although mathematics is moving to above average it is not yet as high as English.
- Standards in reading have significantly improved with very effective teaching of sounds that letters make (phonics) and writing. In the national phonics test at the end of Year 1 the school's results were above the national average. Pupils use these skills successfully in Year 2 to tackle new words. Older pupils are fluent readers and read for pleasure as well as to help their learning in other subjects.
- Progress in mathematics is good overall as the teaching of mathematics has improved. This improvement is raising standards but not yet at the same pace as English. Pupils are not sufficiently skilled at using calculations. They do not always use mathematical terms to explain how they have solved mathematical problems.
- Pupils entitled to the pupil premium, including those eligible for free school meals, make good progress similar to other pupils. They reach standards that are above what you would expect similar pupils nationally to achieve. The school has used its funding well to support their needs and accelerate their progress. Support assistants are used effectively to meet these pupils' needs.
- Disabled pupils and those who have a special educational need also make good progress. Skilled teaching assistants are deployed well to meet such pupils' needs, both in and out of lessons.

### The quality of teaching is good

- Teaching is good and some is outstanding. Many strengths include very effective planning, high expectations and activities that meet pupils' wide ranging needs well. Teachers' skilful questioning and well crafted activities help pupils to be independent in their learning. These key features in lessons have been instrumental in improving teaching across the school.
- In a mathematics lesson in Year 6, pupils participated in an investigation relating to the carpeting and wallpapering of a house. Pupils were highly engaged in this real-life problem-solving activity. They made outstanding progress as the teacher regularly reviewed pupils' learning, which increased the pace of the lesson. Unfortunately, this is not true of all lessons, where the pace of learning is sometimes slower.
- In some lessons teachers provide pupils with check lists so that they know very precisely what to include to achieve success. This was seen to good effect in a Year 5 lesson. The teacher gave clear guidance on how to be successful when writing a fact file as part of the work on Greeks. Pupils were very clear about what they had to do and made outstanding progress in their learning. This is not the case in all lessons, leaving pupils unclear about how to be successful and progress is slower.
- In effective lessons pupils assess their own learning in lessons and this increases their progress. This is not always the case and then pupils are unsure about how they are getting on and what they need to do next to improve.
- Teachers mark pupils' work regularly. This has been important in improving pupils' writing. At its

best, marking gives clear points for improvement and pupils are given time to respond. It has been less effective in improving standards in mathematics because it does not sufficiently develop pupils' mathematical skills.

- Although the teaching of mathematics is good, teachers do not always use their subject knowledge effectively to insist on pupils' use of the correct mathematical terms to explain their work.
- Reading is taught well and this has had a positive effect on rising standards. Pupils have many opportunities to practise their reading skills and this has promoted a love of reading and improved pupils' skills.
- Teaching assistants make a strong contribution to all lessons ensuring that pupils with specific needs achieve well.

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

- Pupils thoroughly enjoy coming to school. They work and play together exceptionally well due to the school's strong commitment to pupils' personal development. The school is very effective at providing rich and varied activities that support pupils personally. Relationships are very strong across the school.
- Pupils have an excellent understanding of how to keep safe. They were quick to tell inspectors about the wide range of opportunities they are given concerning keeping safe, including visits and visitors to the school. They knew about fire and water safety and how to keep safe on the internet.
- Attendance is above average. The school's rigorous procedures ensure pupils maximise their time in school in order to make the best progress possible in their learning.
- Teachers are adept at engaging pupils in lessons. As a result pupils listen attentively and are very keen to learn. They enthusiastically answer questions and work well together in groups and with partners.
- Pupils readily take on responsibility. Playground sports leaders show pupils how to play different games at playtimes. Reception class buddies support the younger pupils with their work and play.
- The school's commitment to pupils' spiritual, moral, social and culture experiences is strong. Pupils are courteous and well mannered to everyone in this harmonious family school and behaviour is exemplary.
- Pupils expressed that there was very little bullying in the school. They spoke with confidence about anti-bullying strategies and said the school regularly reinforced the importance of good relationships. Pupils were confident they could tell all members of staff about any problems and that these would be dealt with promptly.

### **The leadership and management** are good

- The headteacher's continuing and relentless drive to improve the school has taken the school to the next level. She is well supported by all staff. The school checks closely its own success and sets accurate priorities. Actions are then put in place, which are effective in raising attainment.
- Regular and rigorous checking of pupils' progress and teaching has had a significant impact on improving the school. The sharing of expertise within school is not fully exploited to raise all teaching to outstanding. Nevertheless, teaching has improved as the school sets challenging targets for all staff. These are based on performance and the progress of pupils. Salary awards are only allocated when targets are achieved.
- The school meets the needs of pupils well through its curriculum which is developing further opportunities to make it even more creative and inspiring. It already uses a range of visits and visitors to enrich pupils' experiences and they really appreciate these.
- Parents are positive about the school. It engages well with them through a range of strategies

such as texting and regular newsletters. Events such as 'The Big Dig', where pupils and parents plant trees together, further good parental links.

- The school works with a range of partners to support pupils' learning and personal development. It has a very strong partnership with the church and pupils often visit the church on occasions such as Ash Wednesday. Pupils talked about this event enthusiastically.
- Spiritual, moral, social and cultural development is a great strength. It ensures that pupils have opportunities to work together and be creative through art, music and solving problems.
- Close attention is paid to ensuring pupils are secure. Safeguarding meets requirements.
- The local authority has provided good support to this rapidly progressing school on its journey of improvement.

■ **The governance of the school:**

- Governors are passionate about their school and are keen for pupils to achieve well. They are very knowledgeable about the work of the school as they visit it regularly and know about the quality of teaching. They know only those who meet challenging targets are considered for extra pay. They are well trained and have a wide range of skills which they use to good effect to support and challenge the school to do even better. A good understanding of the school's data and its priorities has helped them to use the pupil-premium funding to good effect. This supports the school's successful promotion of equality of opportunity for all.

## 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>	108724
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	405191

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>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ailine Gibson
<b>Headteacher</b>	Elizabeth Seagrove
<b>Date of previous school inspection</b>	28 March 2011
<b>Telephone number</b>	0191 5364311
<b>Fax number</b>	0191 5371641
<b>Email address</b>	office@st-josephs-pri.s-tyneside.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 2013

